DOCUMENT RESUME

ED 293 602 JC 880 211

TITLE	Strengthening Transfer and Articulation Policies and Practices in California's Colleges and Universities. Progress since 1985 and Suggestions for the Future. Commission Report 87-41.
INSTITUTION	California State Postsecondary Education Commission, Sacramento.
PUB DATE	Nov 87
NOTE	100p.
PUB TYPE	Reports - Descriptive (141) -- Viewpoints (120)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Articulation (Education); College School Cooperation; Community Colleges; Higher Education; *Intercollegiate Cooperation; Policy Formation; State Boards of Education; State Colleges; State Surveys; State Universities; *Statewide Planning; *Transfer Policy; Two Year Colleges
IDENTIFIERS	*California

ABSTRACT

This report reviews and analyzes progress made by the California Community Colleges (CCCs), University of California (UC), and California State University (CSU) in improving transfer and articulation. After part 1 discusses the origins and purposes of the report, part 2 highlights events affecting transfer and articulation in California since 1983, focusing on changes in undergraduate enrollments, more comprehensive admissions requirements, financial problems, state-level commitment to affirmative action and transfer, and specially-funded projects. Part 3 offers information from the CCCs, UC, CSU, and the California Postsecondary Education Commission (CPEC) regarding progress made since 1985 toward improving high school preparation; identifying, assessing, and counseling transfer students; assuring adequate community college transfer courses; gathering comparable information on community college enrollments and student achievement; improving information about transfer; and coordinating enrollment planning. Part 4 summarizes the findings of a 1987 CPEC study of transfer and articulation between two- and four-year colleges nationwide with respect to state and faculty roles, statewide versus local articulation, special funding, freshman admission standards, assessment and remediation, minority access, career-oriented articulation, and database and information systems. Part 5 contains CPEC recommendations for additional action to facilitate the flow of transfer students. Appendixes provide transfer data, relevant legislation, and descriptions of selected articulation projects: (1) Transfer Center Project; (2) Project Assist (Articulation System Stimulating Interinstitutional Student Transfer); and (3) Transfer Alliance Program (TAP). (MCB)

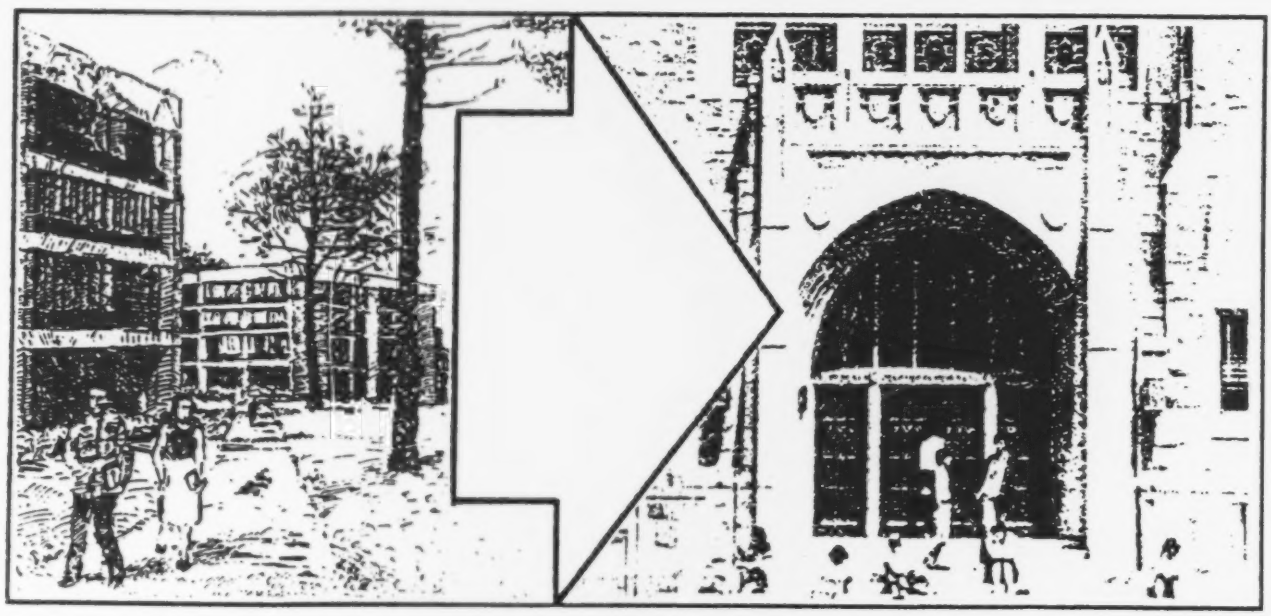
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BEST COPY AVAILABLE

ED293602

STRENGTHENING TRANSFER AND ARTICULATION POLICIES AND PRACTICES IN CALIFORNIA'S COLLEGES AND UNIVERSITIES

Progress Since 1985 and Suggestions for the Future



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. Testa

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC 880 211

Summary

This document presents 11 recommendations for improving transfer from California's Community Colleges to its four-year colleges and universities that extend and update the Commission's 24 recommendations in its March 1985 report, *Reaffirming California's Commitment to Transfer: Recommendations for Aiding Student Transfer from the California Community Colleges to the University of California and the California State University*. It also indicates how California's colleges and universities have responded to those earlier recommendations, and it explains the implications for California of the findings in the April 1987 report of the Commission's Ford Foundation-funded study, *Transfer, Articulation, and Collaboration Twenty-Five Years Later: A Restudy of Relationships Between Two- and Four-Year Institutions*.

Part One of the report on pages 1-2 explains its origins and purposes. Part Two on pages 3-6 describes the context for strengthening the transfer function. Part Three on pages 7-24 includes segmental and Commission staff comments on implementation of the Commission's 1985 recommendations. Part Four on pages 25-34 summarizes implications of the Commission's Ford Foundation study for improving transfer and articulation. Part Five on pages 35-40 offers the Commission's recommendations that replace those of 1985. Finally, Appendices A-F on pages 41-95 contain supplemental information on facets of the transfer issue.

The Commission adopted this report on November 2, 1987, on recommendation of its Policy Development Committee. Additional copies of the report may be obtained from the Publications Office of the Commission. Further information about the report may be obtained from Dorothy Knoell of the Commission staff at (916) 322-8015.

STRENGTHENING TRANSFER AND ARTICULATION POLICIES AND PRACTICES IN CALIFORNIA'S COLLEGES AND UNIVERSITIES

Progress Since 1985 and Suggestions for the Future

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Third Floor • 1020 Twelfth Street • Sacramento, California 95814-3985

COMMISSION REPORT 87-41
PUBLISHED NOVEMBER 1987

This report, like other publications of the California Postsecondary Education Commission, is not copyrighted. It may be reproduced in the public interest, but proper attribution to Report 87-41 of the California Postsecondary Education Commission is requested.

Contents

1. Background for the Report 1
   - Origins of the Report 1
   - Purposes and Organization of this Report 1

2. The Context for Strengthening Community College Transfer 3
   - Changes in Undergraduate Enrollments 3
   - More Comprehensive Admission Requirements 4
   - Worsening Community College Finance 4
   - Continuing Commitment to Affirmative Action 5
   - Increased Board of Governors' Commitment to Transfer 5
   - Review of the 1960 Master Plan for Higher Education 5
   - Special Funding for Transfer Projects 5
   - The Work of the Postsecondary Education Commission in this Context 6

3. Segmental Implementation of the Commission's Recommendations 7
   - Improving High School Preparation 7
   - Identifying, Assessing, and Counseling Transfer Students 9
   - Assuring Adequate Community College Transfer Offerings 12
   - Differences Among Community Colleges 13
   - Improving Information About Transfer 15
   - Coordinating Enrollment Planning 20

4. Implications for California of the Commission's National Study of Transfer, Articulation, and Collaboration 25
   - State Roles in Transfer and Articulation 25
   - Statewide versus Local Articulation 27
   - Faculty Roles in Transfer and Articulation 28
   - Special Funding to Promote Transfer 30

Effects of Changes in Freshman Admission Standards on Transfer 30
Assessment and Remediation as Articulation Issues 31
Transfer Opportunities for Students from Ethnic Minority Groups 32
Articulation of Career-Oriented Programs 32
Data Bases and Information Systems 33
Other Forms of Articualtion and Collaboration 34

5. Recommendations 35
The State's Role 35
Mandated/Statewide versus Voluntary/Localized Articulation 36
Faculty Roles 36
Admission with Advanced Standing 37
Assessment and Remediation 37
Data Bases and Information Systems 38
Articulated Career Programs 38
Concluding Comment 39

Appendices

A. Number of Community College Students Who Transferred to Independent California Colleges and Universities, Fall 1986 41

B. Number of Students Who Transferred from Each Community College to Independent California Colleges and Universities, Fall 1986 43

C. Transfer Students and First-Time Freshmen, 1965-86 45

D. Action Taken by the California State University Trustees on May 13, 1987, to Amend the California Administrative Code, Title 5, in Regard to Undergraduate Transfer Admission Requirements 47

E. Fall 1985 and 1986 California State University Transfer Student Statistics -- Applicants Accommodated, Admitted, and Enrolled 51

F. Materials Describing Selected Intersegmental Projects in the Area of Transfer, Articulation, and Collaboration 61

References 97

1 *Background for the Report*

Origins of the report

Sensing growing concern about the vitality of the transfer function in California higher education, the Chair of the California Postsecondary Education Commission appointed nine Commissioners to an Ad Hoc Committee on Community College Transfer in December 1983 and charged it to assess the condition of transfer and articulation and find ways to strengthen the function in California's institutions. During that year-long study, the Committee received extensive testimony from a broad spectrum of individuals who were interested in transfer, most of which was published in *Views from the Field on Community College Transfer: Testimony to the Ad Hoc Committee on Community College Transfer* (California Postsecondary Education Commission, 1984). In March 1985, the Commission adopted and published the Committee's report, *Reaffirming California's Commitment to Transfer: Recommendations for Aiding Student Transfer from the California Community Colleges to the University of California and the California State University* (California Postsecondary Education Commission, 1985).

That report included 24 specific recommendations in the areas of high school preparation for college, assessment and counseling of potential transfer students, assuring adequate transfer course offerings in the Community Colleges, improvement of transfer information for use by students and their advisors, and the coordination of transfer enrollment planning. Most of the recommendations were made to the Community Colleges, the University, the State University, and their respective boards, but some were directed to the State Department of Education and the Legislature in recognition of the critical roles they play in assuring the effective flow of students from secondary schools through Community Colleges to the baccalaureate degree in California's colleges and universities.

This is the Commission's first report on how those recommendations are being implemented since it adopted them more than two years ago.

Purposes and organization of this report

The primary purpose of this report is to describe progress that the segments have made since 1985 in implementing the Commission's recommendations and related developments in 10 other states in the Commission's national study of transfer and articulation, and to suggest additional actions to facilitate the flow of transfer students.

In accomplishing this purpose, the report summarizes significant events in California that have affected transfer and articulation since the appointment of the Commission's ad hoc committee in 1983. Part Two of the report offers this summary as a context in which to evaluate both actions taken by the segments and the lack of certain actions on the Commission's recommendations to strengthen transfer.

Part Three then analyzes the implementation of each of the 24 recommendations.

Part Four presents implications for California from the national study of transfer, articulation, and collaboration between two- and four-year institutions that Commission staff completed in April 1987 with a grant from the Ford Foundation (California Postsecondary Education Commission, 1987).

Part Five embodies another purpose of the report, which is to give direction and support to further actions by the segments and others to improve conditions along the continuum of secondary and postsecondary education to the baccalaureate degree.

Appendices A, B, and C display selected statistical information related to student flow -- trend data on freshman and Community College transfers to the University and the State University, and Fall 1986 data on transfers to independent California colleges and universities. Appendices D and E display information furnished by the State University in connection with its comments on the Commission's recommendations from its 1985 report which are set forth in Part Three of this report.

Finally, Appendix F contains descriptive information about selected programs and projects in California colleges and universities that offer promise of increasing the number of students who transfer and facilitating articulation.

2 The Context for Strengthening Community College Transfer

SEVEN conditions and events that have developed or occurred since Fall 1983 provide the context for evaluating the implementation of the Commission's recommendations to strengthen transfer. They include:

1. Changes in the enrollment of new undergraduate students in the Community Colleges, the University of California, and the California State University;
2. Changes in undergraduate admission policies in the University and the State University;
3. The worsening financial conditions in the Community Colleges;
4. The continuing commitment to affirmative action by all segments of postsecondary education;
5. Efforts of the Board of Governors of the California Community Colleges to define their mission and set State priorities that include increased attention to transfer and articulation;
6. Legislative action to establish the Commission for the Review of the Master Plan for Higher Education and its own Joint Committee for Review of the Master Plan, both of which focused first on Community College mission and related reforms; and
7. Categorical State funding for intersegmental projects to improve transfer.

This section of the report describes each of these changes in turn.

Changes in undergraduate enrollments

Fewer Community College freshmen

The most significant condition relative to transfer that has developed during the mid-1980s has been the steep decline in the number and percentage of recent high school graduates enrolling as freshmen in the California Community Colleges -- usually full-time students who comprise most of the pool of potential transfer students.

At a time when the number of high school graduates was decreasing because of a smaller age cohort, the Community College-going rate dropped to a low of about 33 percent in the Fall 1983 term -- one year before the start of the statewide mandatory fee (California Postsecondary Education Commission, 1984). Decreases were especially severe for urban institutions with large enrollments of Black and Hispanic students.

While the rate of enrollment of recent high school graduates in Community Colleges appears to have stabilized somewhat since the low of 1983, numbers continue to decline as a function of the decreasing number of high school graduates (California Postsecondary Education Commission 1985, 1986).

Fewer Community College transfer students

Given the decline in first-time freshman enrollment in the Community Colleges, a decrease in students who have transferred to the University and the State University since 1983 would be expected in spite of these institutions' efforts to strengthen transfer and improve articulation (California Postsecondary Education Commission, 1987). Were it not for these efforts, the numbers of students who transferred would undoubtedly have been much smaller than those that have been reported.

The Community Colleges continue to enroll a majority of California's Black and Hispanic high school graduates who go to California colleges and universities, but their numbers who transfer to complete baccalaureate-degree programs are small, and special efforts to increase their numbers appear to have only partial success thus far. Asian students are the largest ethnic minority in the group transferring to the University, and they are increasing as a proportion of the total group. Asian students are

also increasing as a proportion of the total group transferring to the State University, but a slightly larger number of Hispanic than Asian students continue to transfer.

More University and State University freshmen

Both the number and the percentage of recent California high school graduates who enroll in the University as first-time freshmen have been increasing during the past decade. However, the increase is substantially less than the decrease that has been found for the Community Colleges during the same period, and thus the argument is not supported that the University is now enrolling a large number of students as freshmen who would have been Community College transfer students had they enrolled a decade or so earlier.

The percentage of secondary school graduates enrolling as freshmen in the State University was quite stable between 1980 and 1985, during which time it increased only 1 full percentage point or by about 2,000 students. As of the latter year, only 30 percent of those estimated to be eligible for admission to the State University actually enrolled there as freshmen. On the other hand, the University is now enrolling about 60 percent of those who would have been eligible under the policies in effect until now. By combining these numbers, it appears that slightly more than half of the graduates eligible for freshman admission to California's public universities were enrolling there in 1985. No reliable information is available regarding the number who enrolled in independent colleges and universities, California Community Colleges, or collegiate institutions in other states.

More comprehensive admission requirements

Both the University and the State University have made changes in their requirements for freshman admission that involve more comprehensive academic preparation in secondary school and have adjusted their requirements for admission with advanced standing accordingly. The impact on undergraduate enrollments at all levels and in all segments is difficult to estimate, in part because of waivers of a certain number of subject-matter requirements that the State University intends to make at the freshman level for several years.

It seems likely that some students without the kind of secondary school preparation that the universities now require will enroll in a Community College for their lower-division work during at least the next several years, but whether and where they will transfer is uncertain, as is their demand for courses that will make them eligible for admission with advanced standing. A certain amount of confusion may occur because of the differing requirements for transfer that the University and the State University have established and the greater amount of course prescription for transfer students that the State University has adopted.

Finally, the impact of the changes made by the State University on the ability of Community College students in occupationally related programs to become eligible to transfer if they did not have the prescribed secondary school preparation is difficult to ascertain.

Worsening Community College finance

The worsening financial condition of the Community Colleges during this period is known to all and needs little documentation here. However, its negative impact on the transfer function should be noted as part of the context for understanding the implementation of recommendations about transfer and articulation, especially on the ability of Community Colleges to continue to offer low-enrollment, sophomore-level courses that are needed for transfer. The decrease in Community College enrollments, combined with the factor of inadequate levels of funding for those who do enroll -- many of whom have special needs for educational services that are costly -- all have put the transfer function at risk on some Community College campuses.

In addition, the problem of the generally inadequate level of State funding for the Community Colleges is compounded by the failure of proposals for special funding of assessment, counseling, placement, and related services to be approved by both the Legislature and the Governor until now.

Continuing commitment to affirmative action

California's commitment to student affirmative action and educational equity appears to be as strong as ever, with the State and its educational institutions allocating funds for special programs and services to increase the enrollment and persistence of Black, Hispanic, and other underrepresented groups in higher education. The March 1986 report of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83, *Expanding Educational Equity in California's Schools and Colleges*, provides evidence of this continuing commitment.

The decrease in freshman enrollment in the Community Colleges in the mid-1980s -- particularly of Black and Hispanic students -- has meant that the pool of potential transfer students from these ethnic groups has shrunk, and only extraordinary efforts made by all institutions have kept the numbers of Black and Hispanic transfer students from decreasing in the Fall 1986 term. While freshman enrollments are currently increasing at the University and the State University, the eligibility of Black and Hispanic graduates of California's secondary schools is much lower than that of other ethnic groups, and it appears unlikely that students who would formerly have enrolled in a Community College are now enrolling directly in a four-year institution.

Increased Board of Governors' commitment to transfer

Early in 1984, the Board of Governors of the California Community Colleges began to focus more of its attention on transfer education and articulation with both secondary schools and four-year institutions, when it selected this function as one of its high priorities for work in its annual Basic Agenda. Since then, its staff has produced a series of reports and agenda items dealing with transfer and articulation that include a conceptualization of issues relating to transfer and articulation and a plan of action to facilitate articulation with various levels of education (Board of Governors, 1984, 1985, and 1986).

The Board's action in placing transfer and articulation high on its Basic Agenda has led to the employment of special staff to work in this area, together with the greater utilization of existing staff in student services and information systems both to do research and oversee pilot projects to improve transfer -- for example, the transfer centers and Project ASSIST.

Review of the 1960 Master Plan for Higher Education

The Legislature established the Commission for the Review of the Master Plan for Higher Education in *Education Code* Chapter 1507 (Senate Bill 1570, Nielsen, 1984), with an initial emphasis on the mission and functions of the California Community Colleges as specified in Chapter 1506 (Senate Bill 2064, Stiern, 1985). The Legislature also created the Joint Legislative Committee for Review of the Master Plan pursuant to Assembly Concurrent Resolution 162 of the 1983-84 Regular Session.

Both the Commission for the Review of the Master Plan and the Joint Committee have completed work on what is known as the Community College Reassessment Study, and legislation has been proposed in Assembly Bill 1725 (Vasconcellos *et al.*, 1987) to bring about a wide range of Community College reforms that do not include a new finance mechanism. Both groups affirmed the importance of transfer as one of the primary functions of the Community Colleges and emphasized the place of the Community Colleges in the universe of California's institutions of higher education.

The Commission has now completed its report to the Joint Committee, *The Master Plan Renewed*. Many of its recommendations are in the area of transfer and articulation and although the report of this Commission -- *Strengthening Transfer and Articulation* -- does not address them directly, its recommendations are supportive of and potentially useful in implementing the Master Plan Commission's recommendations.

Special funding for transfer projects

The Governor's Budget for 1985-86 allocated $3.3 million for pilot projects to establish transfer centers and implement Project ASSIST -- a computer-based transfer information system -- on selected campuses of the Community Colleges, the State University, and the University for a three-year period, by the end of which time their effectiveness in increasing

the rate of transfer and facilitating articulation generally are to be assessed as a basis for decisions about future State funding to continue and expand these programs. An intersegmental committee -- "Inter-Act" -- oversees the program by advising the segments about program direction, recommending procedures, and taking responsibility for program evaluation. (Additional information about these transfer centers and Project ASSIST appears in Appendix F.)

The California Articulation Number (CAN) system is another example of special funding of an intersegmental activity that is designed to facilitate articulation. However, State funds to date have been appropriated in the State University's budget to support the coordinating structure rather than campus and segmental participation, and CAN is not viewed as a pilot project (California Postsecondary Education Commission, 1984). Both the University and the State University are preparing 1988-89 budget proposals for enhanced campus support for CAN.

The work of the Postsecondary Education Commission in this context

In accordance with its statutory responsibilities, the California Postsecondary Education Commission plays a continuing role in transfer and articulation through its annual statistical reports on student flow, periodic studies of the eligibility of secondary school graduates for freshman admission to the University and State University, analyses of proposed changes in admission requirements, and special studies in such areas as Educational Opportunity Programs for transfer students, the need for feedback on transfer student performance, remediation, and educational equity.

3 Segmental Implementation of the Commission's Recommendations

THIS section of the report describes how and to what extent the public segments of higher education -- singly and collaboratively -- have implemented the 24 recommendations adopted by the Commission more than two years ago in *Reaffirming California's Commitment to Transfer* (1985). Comments by the Commission staff follow the segmental responses to these recommendations.

The recommendations and related comments on implementation fall into five general areas:

1. Improving the high school preparation of transfer students;
2. Assessing, identifying, and counseling potential transfer students;
3. Assuring adequate Community College transfer offerings;
4. Improving information about transfer; and
5. Coordinating enrollment planning.

Improving high school preparation

Transfer education is viewed as a continuum from the secondary school level through the Community Colleges to the four-year institutions awarding the baccalaureate degree. Community Colleges are committed by both statute and philosophy to an open-door admission policy for all adults who can profit from the instruction they offer and to providing programs and services to enable these students to acquire the skills and knowledge they need in order to achieve their educational goals.

The increase in the diversity of the educational backgrounds, interests, skills, and abilities of Community College students during the past several decades needs no documentation here, but the implications of this increasing diversity are reflected in the Commission's 1985 recommendations. Since then, both the University and the State University have adopted new freshman admission policies that require applicants to present much more comprehensive secondary school preparation in academic subjects, with related changes in policies for admitting applicants with advanced standing who did not have such secondary school preparation. The Community College policy of open admission without regard to previous preparation and achievement remains largely unquestioned; but in 1985, the Commission urged that certain actions occur that would encourage applicants to the Community Colleges to obtain strong preparation for college-level work while enrolled in secondary schools.

RECOMMENDATION 1: The California Community Colleges should work with their feeder high schools to encourage students to obtain better preparation for college and to improve articulation of their respective courses and programs in the basic skills and academic subjects as one means of increasing high school graduates' readiness to undertake college-level work when they first enroll in college.

Community College comments: The implementation of this recommendation is a long-term goal for the California Community Colleges. Progress made thus far includes:

1. A new professional position for high school articulation is being added to the staff of the Chancellor's Office beginning with the 1987-1988 budget year. This position will be responsible for providing leadership at the statewide level to improve the linkages between high schools and Community Colleges.
2. The Chancellor's Office contracted for a study to be conducted to assess the nature and extent of linkages between local colleges and high schools and to identify articulation programs that are effective and provide models for other campuses. The results of this study will be presented to the Board of Governors in an agenda item in Decem-

ber 1987 and will be published and disseminated widely.

3. A budget proposal was put forth to fund pilot projects to improve basic skills articulation between high schools and Community Colleges in the 1987-1988 intersegmental budget package. Unfortunately, this proposal as well as most of the other intersegmental budget proposals were not funded.

4. The Academic Senate of the Community Colleges has been actively involved in the development of statements of competencies expected of entering freshmen in English, mathematics, science, and foreign language. In addition, the Senate has taken a leadership role in the coordination of the Curriculum Consultants Project which involves postsecondary faculty working with secondary faculty in assessing their curriculum as part of the WASC accreditation process.

5. Community Colleges have been actively involved in the California Academic Partnership Program (CAPP), an intersegmental program designed to develop cooperative efforts for the improvement of the academic quality of public secondary schools with the objective of improving the preparation of students for college. Of the 11 proposals recommended for funding during 1987-1988, six involved participation by Community Colleges.

6. A number of Community Colleges have initiated projects locally and as members of consortia to improve the articulation of their courses with high schools. The extent of these local efforts will be determined by the high school articulation survey being conducted by the Chancellor's Office.

Commission staff comments: The need for Community College students to have strong secondary school preparation in both the basic skills and academic subjects is increasing for those seeking technical training as well as those planning to transfer to complete a baccalaureate-degree program, if students are to achieve either objective in a timely fashion. Recognizing this need, Community Colleges are working with their feeder secondary schools to achieve better articulation of their respective courses and programs in order to smooth the flow of students from one level of education to the next.

RECOMMENDATION 2: In light of increased subject-matter preparation required of freshman applicants to the University and the State University, the Board of Governors of the Community Colleges, in consultation with their Academic Senate, should develop a statement of recommended high school preparation for students expecting to enroll in a Community College that would include core preparation for students planning to enroll in transfer programs.

Community College comments: The Academic Senate in conjunction with the Chancellor's Office is developing a brochure for high school students that outlines the preparation students should have in high school to be successful in college-level work at the Community Colleges. The statement on preparation will be included in a Board of Governors agenda item on high school articulation in December 1987.

Commission staff comments: The brochure being developed should be useful and probably should be adopted as Board of Governors' policy to guide district actions. Staff urges that the statement of desirable high school preparation for Community College coursework be cognizant of the needs of potential transfer students to enroll in high school courses that will meet University and State University admission requirements so as to avoid having to make up subject deficiencies upon enrolling in a Community College transfer program.

RECOMMENDATION 3: The Community Colleges, the State University, and the University should continue work on developing assessment procedures related to the Academic Senates' statements of basic skill competencies to be expected of high school graduates going tocollege, and the University and the State University should evaluate admissions criteria to relate them more directly to these needed competencies.

University comments: The University's subject and testing requirements for admission and the competency statements are based upon the same assump-

tions regarding student preparation. In the case of the competency statements, skill levels in the various disciplines needed for success in undergraduate work are more precisely defined.

In addition, the University's new systemwide Subject A examination, being used for both placement and diagnostic purposes in English, reflects the content of the statewide English competency statement.

State University comments: The competency statements in English and mathematics were the fundamental resource for the development of State University definitions of college preparatory English and mathematics. Systemwide provisions in general education, particularly Area A and B4, are designed to assure that the competency levels of incoming transfer students match those expected of native students. The State University also drew heavily on the competency statements in English and mathematics in developing and revising the English Placement Test and Elementary Level Mathematics examination which are required of transfer students who have not met these requirements through general education courses. Currently about 40 percent of lower-division transfers are required to take the English Placement Test and Elementary Level Mathematics examination. Comparatively few upper-division transfers are required to take these exams, as most have completed all or the relevant parts of the general education requirement.

In terms of the 1988 requirements, the State University has used the competency-level approach inherent in the new foreign language competency statement to guide development of its requirement as well as the comprehensive waiver policy that accompanies the requirement.

The State University presumes that course work taken at the Community Colleges and certified to the State University is equivalent to State University course work. However, we are encouraged bythe renewed attention to assessment as a tool for placement at the Community Colleges and anticipate further study and review of the compatibility of assessment tools between the two systems.

Community College comments: The California Education Round Table is in the process of completing a study on assessment in California with recommendations to improve coordination of assessment testing.

Within the Community Colleges, funding and the implementation of the matriculation plan requires assessment services for credit students. These assessment efforts will be subject to a three-year evaluation designed to examine problems and propose recommendations to ensure greater uniformity in the assessment process systemwide. The Chancellor's Office will in the 1987-1988 fiscal year hire a full-time staff person to coordinate assessment-related policies.

In addition, the Chancellor's Office has funded several special projects designed to gather more information on the issues of assessment. These include the work of the Learning Assessment Retention Consortium (LARC), the student outcomes study, the development of "model practices in assessment and establishment of course requisites," conducted through the Santa Barbara Community College District; and the work of the Assessment Bias Task Force, which has examined the issue of assessment in direct relationship to the disabled student population.

Commission staff comments: A major purpose of the Senates' statements on competencies that college and university freshmen should be able to demonstrate continues to be to provide guidance to secondary school faculty as they develop and revise their courses. The statements are also being used in conjunction with assessment for the purpose of identifying students needing remediation or placement in appropriate levels of credit courses but not in conjunction with testing for admission.

The California Education Round Table is completing its study of assessment (referred to in the comments by the Community Colleges) and has distributed a draft report of its findings, *Report of the Subcommittee on Student Assessment.*

Identifying, assessing, and counseling transfer students

The Commission supported the Community Colleges' open-admission policy in its 1985 report while calling attention to the critical need for better assessment and counseling of their students when they enroll -- particularly students with baccalaureate-degree objectives. In several recommendations, the Commission concluded that assessment, counseling, and advising are mutually dependent and that the success of underprepared and other disadvantaged

students is contingent on the provision of such services. The identification of potential transfer students to receive transfer-related services was also a part of the assessing/advising package, since the Commission believed that many students with the ability to succeed in baccalaureate-degree programs do not declare such an objective because of poor information or advisement and that many who do so fail to get the assistance they need in transfer.

RECOMMENDATION 4: The Chancellor's Office of the California Community Colleges should survey the Community Colleges to determine the degree of implementation in Fall 1984 of assessment, identification of transfer students, counseling services related to placement, and follow-up as a necessary step toward full funding of the implementation of these services.

Community College comments: Although a specific survey to assess the degree of implementation of these components in Fall 1984 was not conducted, Chancellor's staff participated in developing and analyzing data for a joint American Association of Community and Junior Colleges/American College Testing study that assessed college progress. In addition, a related study was completed by the Learning Assessment Retention Consortium. Further, assessment, identification of students, counseling, and follow-up are integral parts of matriculation which is being implemented in Spring 1988.

Commission staff comments: The two studies noted in the comments from the Community College Chancellor's Office are helpful and relevant to the recommendation, but they do not satisfy the need for current, accurate information about the degree to which the campuses have implemented various programs and services that comprise what has been called matriculation without special State funding and thus leave unanswered the question of how much more funding will be needed to achieve full implementation.

RECOMMENDATION 5: The Legislature should enact provisions into statute with appropriate funding for assessing Community College students' needs and capabilities, assisting them in clarifying their goals, and monitoring their progress in achieving them. The Governor should approve such legislation as essential to helping Community College students increase their chances for success in the various courses of study. In addition to encouraging the provision of the services in Recommendation 4 by providing additional funds, the State should require accountability for their implementation.

Community College comments: In January 1987, legislation was signed by the Governor for the establishment of a matriculation program in the Community Colleges. Approximately $21 million is earmarked in the 1987-88 fiscal year to begin the implementation of matriculation. $450,000 is allocated in 1987-1988 for a three-year evaluation of the program.

Commission staff comments: Having supported special State funding for matriculation for several years, the Commission is pleased that the Governor and the Legislature have approved it in 1987. However, the $21 million appropriated for 1987-88 will not fund full implementation, and Recommendation 4 continues to be important in attaining this objective.

RECOMMENDATION 6: The Community College Chancellor's Office and the Board of Governors, working with the Academic Senate, should develop guidelines for the involvement of faculty in identifying, encouraging, and advising transfer students, using their special insights into their own academic discipline and their students' ability to handle course work in the discipline.

Community College comments: The Academic Senate of the California Community Colleges adopted a statement regarding the role of faculty in student advisement in 1986. In addition, for the 1986-87 academic year, Community Colleges participating in the Transfer Center Pilot Program were directed to develop action plans for increasing and enhancing faculty involvement in the transfer process. These action plans have included faculty serving as mentors to transfer students, faculty accompanying students on campus tours to four-year institutions, and faculty participation in informational workshops.

Commission staff comments: Also, faculty involvement with their colleagues in the University and the State University in activities leading to better articulation of courses, requirements, and curricula ap-

pears to be increasing in a way that will result in better student advising as well as instruction in the Community Colleges, but only if faculty members are given time to do it all. The increased use of part-time faculty also detracts from the colleges' ability to support faculty advising and articulation activities, but the statement on the faculty's role in advising is useful and would benefit from endorsement by the Board of Governors.

RECOMMENDATION 7: The University and the State University should establish clear procedures for Community College students who intend to transfer to make up deficiencies in the new high school subject-matter requirements for freshman admission that will go into effect in the late 1980s. Community Colleges, in cooperation with the University and the State University, should evaluate high school transcripts of potential transfer students in order to help them make up any subject-matter and skill deficiencies as quickly and efficiently as possible.

University comments: These procedures are well established and widely publicized.

State University comments: With the implementation of new subject-matter requirements for freshman admission to the State University beginning Fall 1988, the State University also has committed to implementation of new requirements for transfer students who have not met the high school preparatory requirements. Attached is the Title 5 language approved by the State University Board of Trustees in May 1987 (Appendix D). Generally, lower division transfers will fulfill deficiencies on a course-for-course basis, while those with 56 or more units will be advised to complete an approved alternative program (usually a minimum of 30 units of general education including completion of all Area A and objective B4 of State University general education requirements). Details for approved alternative programs are being worked out. A subcommittee of the State University Admissions Advisory Council currently is reviewing proposals for the acceptable alternative requirements for transfers pursuing "high unit" majors.

The new admission criteria are closely aligned with the State University general education requirement, and students will be allowed to "double count" general education courses taken to make up high school course deficiencies. As of Fall 1988, intermediate algebra will not be considered a college-level course or allowed toward completion of Area B4 of the general education requirement, since this course will be included in the high school college preparatory requirement.

Community College comments: The Board of Trustees of the California State University recently approved Title 5 regulations that outline the new transfer admission requirements for the State University. Specific details for implementing the new regulations are currently being developed. The Community College Chancellor's Office has raised a number of concerns regarding the new requirements, including the lack of congruence between the University of California's transfer requirements and the State University's requirements (although their freshman requirements are closely aligned); the proposal to have a different admission policy for students in high unit majors; the lack of State University systemwide policy on "double-counting" of course requirements for general education and preparation for majors, which could result in a student's eligibility for admission into the State University for specific majors to be determined differently depending on the campus the student plans to attend; and the general concern that the new requirements will become an unnecessary barrier for transfer students if the requirements are not clear, unambiguous, consistent, and uniformly applied.

The implementation of the matriculation plan should result in a substantial increase in the collection and review of high school transcripts.

Commission staff comments: Staff underscores the Community College comment that although the academic preparation required of high school graduates seeking freshman admission is quite similar for the two segments, their requirements for transfer students with high school deficiencies are substantially different, with those of the State University being more comprehensive in terms of course work. Problems need to be worked out quickly in order to avoid a decrease in the flow of transfer students to the State University.

The State University plans to monitor through 1993 how transfer students make up secondary school course deficiencies if they enroll in a Community

College rather than the State University with the status of conditional admission.

Assuring adequate Community College transfer offerings

Both in 1983, when the Commission's Ad Hoc Committee on Community College Transfer began its work, and in 1985, when the Commission adopted its report, the Commission expressed concern about the availability and quality of Community College transfer course offerings. Declining enrollments generally, inadequate funding, and shifting student needs and interests all served to detract from some colleges' ability to provide two full years of transfer course work that would be acceptable to the major receiving institutions and meet the requirements of various upper-division programs into which Community College students want to transfer.

The need to offer sophomore-level courses has increased as a result of University practice on some campuses and in some impacted programs to consider only those applicants who have completed two full years of acceptable course work for transfer and met all appropriate program prerequisites. Thus students attending Community Colleges that are unable to offer an adequate range of sophomore-level courses may be delayed in or discouraged from transfer. Slow progress in developing a core transfer curriculum or common breadth requirements among University campuses makes the challenge of assuring adequate transfer course offerings as real today as in 1985.

RECOMMENDATION 8: Now and in any future action the Legislature may take to change the basis on which Community Colleges are funded, it should recognize the cost of offering comprehensive, high-quality transfer programs and insure that each district has the financial resources to do so.

Segmental comments: None

Commission staff comments: The Legislature has not adopted a new mechanism to finance the Community Colleges, although their need for adequate and predictable funding is critical and their current mechanism has been extended two years.

RECOMMENDATION 9: The Chancellor's Office of the Community Colleges should use its course classification system data base to find out (1) what kinds of courses are awarded baccalaureate-degree credit by the University and the State University and (2) subject areas where there is significant variation among the Community Colleges in the kinds of courses being certified as a first step in achieving greater consistency among the colleges in the nature of the courses they certify for transfer.

Community College comments: The Community Colleges have gone through a very extensive review and systemwide reform and reclassification of courses based on new Board policies adopted in the form of Title 5 regulations (Attachment B). The Community Colleges can now say unequivocally that only courses which meet strict standards of rigor will be classified as "collegiate level" courses and therefore applicable to the degree. These new standards are being included in the Management Information System (MIS) design that was recently approved on a four-year development basis beginning in 1987-1988.

Once these improvements are in place it will then be available to use the course classification data base for these purposes.

The three segments' academic senates have been developing a statement for determination of what constitutes a baccalaureate-level course. The adoption of these guidelines will constitute the necessary first step in achieving even greater consistency among the colleges in the courses they certify for transfer.

Commission staff comments: Course and program articulation depends on agreement among the segments about what constitutes a baccalaureate-level course, as opposed to a course that is appropriate for associate-degree credit only -- for example, courses in some occupational curricula -- or for workload but not degree credit, such as remedial courses. New Board policy that defines the standards for degree-credit courses was a necessary first step in achieving greater consistency in certifying courses for transfer with baccalaureate-degree credit.

Ideally, baccalaureate-level courses would be numbered in ranges indicating lower- or upper-division credit. Now, however, there is limited commonality among the segments or even among Community Col-

leges in how courses are numbered. At this time, it is difficult to foresee how the newly funded Management Information System will respond to the specific recommendation concerning a course data base that will be useful in attaining greater consistency among the Community Colleges with respect to which courses they certify for baccalaureate-degree credit or improving the quality of transfer information available to Community College students for their use in planning.

Differences among Community Colleges

Quality of preparation in the Community Colleges and quality of performance and persistence remain issues in 1987, in the absence of reliable data and analysis thereof. Quality is an issue in part because of differences among the Community Colleges in the characteristics of their entering students that are related to their subsequent achievement, the nature and quality of the faculty and staff the colleges are able to attract, the relative emphasis placed on the transfer function in comparison with basic skills education and occupational training, and the number of students who go on to work for baccalaureate degrees.

There is little evidence that Community College students are not making satisfactory grades after transfer or persisting to the baccalaureate degree. Past California State University studies tend to show a low rate of degree attainment by both native and transfer students but include no information about level of performance or students who "stop out" for a time before completing their degree programs (The California State University, 1976, 1979, 1981, and 1983). Analyses of persistence and performance that the University has made are somewhat inconclusive for reasons that are related to the quality of the data.

RECOMMENDATION 10: The University and the State University, with the help of the Community Colleges, should revise their annual performance reports to the Community Colleges so as to include comparable information as far as possible about numbers of students and the quality of the performance of different types of students, including those who (1) were and were not eligible for freshman admission when they graduated from high school and (2) do and do not persist to the bachelor's degree after transfer.

University comments: The University's annual performance reports on Community College transfers have been revised to include new elements recommended by an intersegmental study group. Among the new elements shown on the report is indication of whether individual students were or were not eligible for freshman admission when they graduated from high school.

In addition, the University has recently instituted a data base from which information is now available. This system allows the University consistently to provide information about the number of transfer students who persist to the bachelor's degree.

State University comments: In 1986, the State University revised and upgraded its academic performance reports to high schools and in Spring 1987 similiarly expanded and upgraded reports to Community Colleges. This was done in consultation with the University of California and the California Community Colleges. It is anticipated that, as the Community Colleges implement more comprehensive assessment programs including high school transcript review, the State University and Community Colleges will be able to provide the recommended differentiation between transfer students who were and were not eligible for the State University as freshmen.

Community College comments: The Community Colleges' Ad Hoc Task Group on Student Performance Reporting developed a number of recommendations for the improvement of the State University's and University of California's performance reports. Both the State University and University of California have responded by implementing many of the recommendations of the task group and as a result have produced new performance reports that are greatly improved in content and format. The State University still does not differentiate in its performance reports between students who are and are not eligible for admission when they graduate from high school, and neither the State University nor University of California provides on a consistent

basis information about students who do and do not persist to the bachelor's degree after transfer.

RECOMMENDATION 11: The University and the State University, in consultation with the Community Colleges and the Commission, should design and execute a longitudinal study of Community College transfer students to obtain information about their lower-division course work and its applicability to various baccalaureate-degree requirements, student choices of campus and major, academic performance before and after transfer, persistence to the degree, and related matters pertaining to the question of how well the colleges are preparing students for transfer. Segmental representatives will be convened by the Commission to implement this recommendation.

University comments: As indicated this past year, the University supports development of an intersegmental longitudinal study such as that described.

State University comments: The State University concurs that such a study is needed and is prepared to participate in its development under the leadership of the Commission.

Community College comments: The California Postsecondary Education Commission has not convened segmental representatives to design the longitudinal study. However, in response to AB 880, the Commission and the segments of education have been working on the development of a uniform student data base.

In addition, the Community College Management Information System has had the development of longitudinal student data as a primary design criterion. The approved Feasibility Study Report for the new Management Information System calls for developing automated transfer student data in cooperation with the University of California and the California State University.

Commission staff comments: Both annual reports of performance and periodic longitudinal studies of the flow of Community College transfer students are needed as a basis for assessing how well the transfer function is working. Performance reports are useful to individual colleges, particularly when transcripts of actual student records accompany them, and more extensive analyses of student flow and performance are needed to guide policy makers at the State level.

Good progress has been made since 1985 in implementing the first recommendation and a Commission advisory committee has been working on problems related to performance reports to both secondary schools and Community Colleges (California Postsecondary Education Commission, 1987b). A serious problem remains concerning the use of different definitions of a transfer student for different purposes -- both within and between the segments and thus in the student data they furnish the Commission, all of which produces discrepancies in the various reports on the flow and performance of transfer students.

With respect to Recommendation 11 concerning a longitudinal study of transfer students, Commission staff has not been able to date to include this in its plan of work. Such a study is labor intensive and thus costly and Commission resources have not been sufficient to undertake it.

RECOMMENDATION 12: Local Community College boards should make an annual assessment of their institutions' transfer function, including the quality and availability of transfer course offerings, problems encountered by their students in being admitted to four-year institutions or programs or in having courses accepted to satisfy baccalaureate-degree requirements, and the persistence and performance of their students after transfer.

Community College comments: As a result of the increased focus on the importance of the transfer function by the Master Plan Commission, through the Transfer Center Pilot Projects and other State and local projects to improve transfer, and through the numerous reports and recommendations and reports by the California Postsecondary Education Commission and other advisory committees and task groups, concern about and attention to the transfer function has become increasingly important to local Community College districts and boards.

Commission staff comments: Comments by the Chancellor's Office for the Community Colleges are not entirely responsive to the recommendation for district board action, but staff recognizes that the

Office could not comment without obtaining responses from the districts.

RECOMMENDATION 13: Regional accrediting procedures for Community Colleges should continue to insure specific attention to the transfer function, with standards relating to the quality and availability of transfer course offerings and services and the performance of transfer students.

Community College comments: Although the recommendation is addressed to the Accrediting Commission, it is our understanding that recent proposed amendments to accreditation standards do continue to show attention to the identified areas.

Commission staff comments: Recommendations 12 and 13 focus on accountability -- in regard to Community College district boards of trustees, and regional accrediting agencies. Both require more and better information for their full implementation. District administrators make periodic reports on transfer student flow and performance to their boards but the basic data tend to be incomplete and the boards do not have an opportunity to make the kind of accountability report to the public at large that was envisioned in the recommendation.

Accreditation procedures are mindful of the statewide importance of the Community Colleges' transfer function while attending to individual colleges' responses to differing local needs by giving more or less priority to the transfer function. Good information is essential in any case.

Improving information about transfer

Information about transfer and articulation is not useful if it is not "delivered" to students, faculty, and counselors in an efficient, accurate, and timely fashion.

This was a problem when the Commission's Ad Hoc Committee on Transfer began its work and continues to be a problem more than three years later, despite specially funded efforts to improve the situation. Reasons for the problem are numerous -- the very size and complexity of California's systems of higher education, the intent of the Legislature to have information about all possible transfer options available to Community College students, and the shortage of staff to counsel and advise potential transfer students about their options. Two examples of the State University's approach to alleviating the problem are its handbook of transfer information and a short video, *Consider the State University*, that has been given to each Community College to help inform potential transfer students.

Changing University admission requirements, increasing competition for admission to impacted campuses and programs, uncertainty about the availability of student aid, and student indecision about transfer because of basic skill and subject deficiencies when they first enroll in a Community College all make the need for good transfer information that is effectively delivered a high priority in the Commission's recommendations.

RECOMMENDATION 14: The computer-based transfer student planning system developed at the Irvine campus of the University in cooperation with Los Angeles Harbor College should be evaluated in terms of its effectiveness as a supplement to individual counseling about transfer and, if found to be effective, expanded to other campuses.

University comments: ASSIST has been installed at all eight undergraduate University of California campuses, and implementation is proceeding. A long-range plan for the project was recently drawn up in cooperation with California State University and the Community Colleges, and the University will be implementing intermediate stages of the plan during the coming year.

State University comments: State University representatives participate in the statewide advisory committee for the ASSIST project. Currently, ten State University campuses have the ASSIST equipment and are engaged in implementing the project. Seven of these campuses were funded through statewide allocations for Transfer Centers, and three bought the equipment independently and are being provided support funding from the systemwide office. Campuses and the systemwide office are actively involved in the ongoing monitoring and evaluation of ASSIST.

Community College comments: Implementation of Project ASSIST continues to move forward but at a pace much slower than desired. 1985-1986 was a

period of discovering the complexities of building a statewide articulation data base and discovering the magnitude of resources necessary to implement the project. 1986-1987 has been a period of narrowing project scope and developing regional targets for intensive implementation assistance. These regional models include:

- Los Rios Community College District/California State University, Sacramento/University of California, Davis;
- Cerritos College/Cal Poly Pomona/University of California, Irvine; and
- Santa Barbara City College/Cal Poly San Luis Obispo, University of California, Santa Barbara.

In 1987-1988, the focus of the project will continue to be the development of the regional models; surveying students and counselors who use ASSIST; and building an intersegmental coordinating structure for the project which will include student services, articulation, and information system personnel.

Commission staff comments: Evaluation is taking place of the effectiveness of Project ASSIST -- a computer-based transfer information system that the Legislature funded in 1985 on a pilot basis. As noted, implementation has been slower than expected, as has its acceptance by counselors. Course articulation information was not ready to load into the ASSIST computers and early attempts to go beyond local or regional transfer information -- like that included in the pilot University of California, Irvine/Los Angeles Harbor College project -- have been frustrating. However, there is at this time no reason to believe that ASSIST will not become an effective tool for providing transfer student information to aid counseling by professional staff.

RECOMMENDATION 15: Statewide efforts to improve transfer information should build on regional campus-to-campus efforts to improve transfer information and services for the large majority of students who want to transfer to the closest University or State University campus.

University comments: The University continues to support regional campus-to-campus efforts to improve transfer information for potential students. The University's Transfer Center Program is organized on precisely this principle. The University staff visit Community College transfer centers regularly and frequently to meet with students and college staff. The University also engages in joint planning of transfer center activities with college personnel and organizes faculty-to-faculty programs to improve articulation.

Beyond this, the University of California's Los Angeles, Berkeley, and Davis campuses carry on active Community College partnership programs. The University refers freshman applicants it cannot accommodate to participating Community Colleges, and the colleges, in turn, agree to offer course work needed for transfer. These programs have benefited both institutions and have served students extremely well.

State University comments: Systemwide efforts to improve transfer information and services include the publication of *CSU and You* and its distribution to nearly 100,000 Community College students in 1985, 1986, and 1987. This publication will be updated during the 1987-88 academic year. An eight-minute informational and motivational video -- *CSU - What a Difference* -- has been produced and distributed to every Community College in California and to all Transfer Centers. Finally, annual editions of the *CSU School and College Review* devoted to admission to impacted programs and supplementary admission criteria by campus and by academic program are published and sent to over 20,000 high school and Community College counselors and administrators.

Fourteen State University campuses are funded to support the statewide Transfer Center project. Under the aegis of the Transfer Centers and of local campus initiative, a wide range of regional consortia have been developed to promote transfer and to provide means of better information for prospective transfers on opportunities for educational advancement in the State University. Campuses that have been particularly effective and successful in this regard include Cal Poly San Luis Obispo, California State University, Sacramento with the Capitol Consortium, California State University, Northridge with the Tri Valley Alliance, and the Inland Empire Consortium with California State University, San Bernardino. Several campuses have developed "transfer agreements" with local Community Colleges which include a compact between the prospective transfer student and the State University confirming the students' admissibility to the State Uni-

versity upon satisfactory completion of stipulated academic requirements at the Community College.

Community College comments: A large number of local programs have been developed to improve transfer information and services. Some of these activities occur through regional consortia such as the South Coast Higher Education Consortia, and others occur between local institutions such as the Transfer Alliance Program between the University of California, Los Angeles, and Santa Monica College, or the Transfer Opportunity Program (TOP) between the Los Rios District and the University of California, Davis.

In recognition of the importance of building regional and local efforts to improve transfer, the Articulation Council of California held nine regional conferences throughout California to bring together articulation officers from the Community Colleges, the California State University, the University of California, and independent colleges and universities. One of the purposes of the conferences was to stimulate the establishment of regional intersegmental consortia for articulation officers.

Commission staff comments: Regional articulation activities appear to be increasing at a satisfactory pace, as well as campus-to-campus or district agreements. The California Articulation Number system requires regional, intersegmental participation by college and university faculty, and counselors and other staff involved in transfer meet periodically by region.

RECOMMENDATION 16: Selected Community Colleges in pilot projects should designate a particular location on campus where information about transfer and other kinds of services for students interested in transfer to a four-year institution are available. In order to insure the success of these efforts, the Commission recommends that the following six principles be followed:

1. **Primary responsibility for organizing and coordinating services to potential transfer students should rest with the Community Colleges themselves;**
2. **All information on transfer, including housing and financial aid, should be available in one physical location on each campus;**
3. **The State should provide additional resources for pilot projects to implement these centralized transfer services on several campuses;**
4. **The projects should involve University of California and California State University staff who provide on-the-spot transcript evaluations, financial aid analyses, and answers to questions about their respective campuses;**
5. **Each pilot project to enhance transfer information should be coordinated by its college with its efforts to assess and monitor the progress of all its students; and**
6. **A thorough and independent evaluation should be required of the projects after a reasonable period of time.**

University comments: The most significant program begun since 1984 is the Transfer Center project. This intersegmental effort has centralized transfer information and services on the 20 Community College campuses where it is operating. Through the centers, each of these 20 colleges now has a readily identifiable office helping to assure that potential transfer students are aware of transfer as an option, advised of the course work needed for transfer, and informed of financial aid and admission application procedures.

For its part, the University provides regular on-site assistance and information to prospective transfers. Representatives typically advise students, both individually and in groups, about admission requirements, application procedures and deadlines, financial aid, transferability of courses and applicability of credit toward major or general education requirements, and special University programs. Additionally, University staff coordinate workshops and other activities involving University faculty and staff in center programs. An indirect but important benefit of these efforts is organization of a network of faculty and staff contacts between Community College and University campuses.

State University comments: The State University is a full partner in the development of the Transfer Center project initiated in 1984. Fourteen of the 19 State University campuses have been funded to participate in Transfer Centers on 20 Community Colleges.

While formal evaluation of these projects is not yet available, several issues have surfaced during the first two years of project implementation. Most central to the State University concerns is the underfunding of State University campuses. The State University was funded at the same level as the University of California in 1984 and in subsequent years and is expected to provide the same level of service as the University. However, the State University serves about ten times the number of students as does the University and is funding twice as many campuses.

Community College comments: The three-year Transfer Center Pilot Program began in 1985-1986 and provides funding to 20 Community Colleges for the establishment of centers as described in Recommendation 16. The first year of the pilot was spent in establishing a physical location, hiring staff, obtaining resources, and developing a program of activities. During 1986-1987, the following goals were achieved in the Transfer Center Project:

a. Intersegmental transfer center advisory committees meet regularly to assist with the establishment and implementation of policies and procedures which facilitate transfer,

b. Course articulation activity has increased and many Community Colleges are reporting that articulation agreements are being negotiated more quickly, and

c. Community Colleges with transfer centers are enjoying an enhanced image as an acceptable pathway to a baccalaureate degree.

The greatest challenge facing all institutions participating in the pilot project is how to effectively target limited resources in motivating underrepresented students to transfer. Frequent and individualized contacts are often essential in establishing and maintaining students' interest in transfer. Such contacts require more staff time from the four-year institutions than is currently available.

Commission staff comments: State funds were appropriated for pilot transfer centers, as recommended by the Commission, and evaluation is now taking place although it is still too early to assess their effectiveness in either increasing the flow of Community College transfer students or smoothing their transition into four-year institutions. Still other Community Colleges without special funding have established transfer centers and this approach to improving transfer appears to be gaining acceptance throughout the State.

RECOMMENDATION 17: The California Articulation Number System should be implemented by the University, the State University, and the Community Colleges with special State funding for this purpose.

University comments: The University is not now participating in CAN, but University campuses are verifying existing course articulation for the CAN office so as to enable other institutions to participate. (See Commission staff comments for further information concerning the University.)

State University comments: Staff at California State University, Sacramento, developed the CAN program and have, for the past two years, been funded intersegmentally to implement the program in all public postsecondary segments. They have been assisted by an intersegmental advisory group under the aegis of the California Postsecondary Education Commission. State University and Community College campuses continue to demonstrate enthusiasm and willingness to initiate the CAN project. Lack of wholehearted support within the University of California has slowed implementation. The requirement for four-year to four-year State University/University articulation has been an obstacle to full implementation of CAN and this issue currently is being reviewed by the University of California. The CAN advisory group has agreed to review the criteria for CAN participation again in November 1987, with intent to revise the criteria if this action is necessary to promote statewide implementation.

Community College comments: The CAN Project has operated as an intersegmentally funded project since 1986. As a result of the project, there is a significant increase in the awareness of the importance of course articulation and a significant increase in the number of articulation agreements that have been negotiated. The CAN Project staff are to be commended for the outstanding job they have done. However, there is concern about the slow implementation of some components of the CAN Project, especially as it pertains to the requirement for articulation between four-year institutions which includes at least one University of California campus. This problem has been a reoccurring issue with the CAN

Advisory Committee. Although the University has taken some steps to increase articulation with State University campuses, their lack of participation has threatened the full implementation of the CAN Project.

The California Community Colleges remain fully committed to the project and will continue to work toward full implementation in the State.

Commission staff comments: The University also points out that certain campuses and individuals have spent much time and effort promoting CAN and establishing the groundwork for its implementation. It also notes that CAN's slow progress has been affected by many factors unrelated to the University's contributions to the project. For its part, the University has been working on internal reciprocal agreements and a core curriculum plan. Both are issues that must be resolved prior to any effective implementation of CAN. Commission staff continues to monitor progress in implementing CAN and will inform the Commission if action is needed to make the system work.

RECOMMENDATION 18: The University and the State University should make clear to the Community Colleges how they are currently implementing the intent of the Legislature with respect to priorities in enrolling undergraduate students. They should state clearly how and under what circumstances enrollment alternatives are offered to qualified applicants to impacted programs and campuses.

University comments: University policy and campus practice give preference for admission to Community College transfers over all other transfers, assuming other factors to be equal. This policy is consistent with legislative intent on this issue, as expressed in Section 66202 of the *Education Code*.

State University comments: Data continue to verify that the State University is according statutory priority to eligible transfers from California Community Colleges and is maintaining the 40/60 ratio stipulated in the Master Plan. Attachment B (Appendix E) summarizes data from 1984, 1985, and 1986 on Community College applicants and applicants accommodated, admitted, and enrolled by campus and for the system. Data reveal that nearly all qualified transfer applicants are accommodated in the State University. The only campus that cannot accommodate significant numbers of applicants is Cal Poly, San Luis Obispo. The State University annually publishes comprehensive information about prerequisites and supplementary criteria for all impacted programs. This information is distributed widely to Community College counselors, chief academic officers, and to transfer center directors.

Commission staff comments: None.

RECOMMENDATION 19: In dealing with impacted programs and campuses, the University and the State University, in cooperation with the Community Colleges, should also develop an "early warning" system to advise transfer students about the likelihood of being admitted to the campus and program of their choice and to assist those not likely to be admitted in making alternative plans to achieve their educational goals.

University comments: The problem of impacted programs and campuses continues to be a serious one, and to address it the University is committed to helping potential transfer students make informed decisions early on about their educational goals. As a part of its student outreach programs, University representatives counsel potential students, both individually and in groups, regarding the preparation and levels of academic achievement likely to merit admission to various programs and campuses. The University's Transfer Center Program has been especially helpful in this effort, because it has systematically identified potential transfers so that advising and follow-up schedules for them can be arranged.

State University comments: The State University's practice of listing annually all impacted programs and the supplementary criteria used for admission in the *California State University Review* has been alluded to. Beyond this, the State University uses its bi-monthly application status report to alert counselors to programs that are closed to identified categories of applicants.

Each State University campus with impacted programs makes extensive use of flyers and alerts about impacted programs in regular communications to feeder high schools and Community Colleges on the subject of impacted programs. San Luis Obispo, in

particular, utilizes pre-application counseling sessions in Community Colleges and individually counsels between 2,000 and 3,000 students annually about admission to popular majors. Northridge, San Diego, San Luis Obispo, and most other campuses having impacted programs also regularly advise students to attend Community Colleges as an alternative to potential admission to impacted majors. Community Colleges as well as high schools can provide a valuable service to the prospective California State University student by including an "alert" to impacted majors in catalogs, class schedules, and other announcements from counseling offices and academic departments.

Community College comments: Access to accurate and timely information about requirements for entry into impacted programs and campuses still continues to be of primary concern. The Transfer Center Project and various local projects have improved the information available to transfer students, but continued improvement needs to be made.

Commission staff comments: Reliable, objective information about the extent to which Community College students are unable to find an appropriate opportunity to complete a baccalaureate program is not yet available, especially from the University. There is anecdotal information about problems of particular students, but it is not a satisfactory substitute for numbers of students so affected and the reasons for their inability to transfer.

There is little doubt that some Community College students who meet minimum eligibility requirements are not admitted to the campus or program of their choice because of competition for a limited number of spaces for new students. Both the University and the State University publish lists of campuses and programs that are impacted each year, but the University is less explicit than the State University in publishing criteria to be used in selecting students and, of course, is able to offer fewer alternative campus and program options.

Coordinating enrollment planning

The Commission made several recommendations for intersegmental cooperation to relieve transfer enrollment pressures in addition to urging the University and the State University to provide better information to Community College students and their counselors and advisers to enable them to make wise choices of campus and program. It assumed that a variety of attacks on the problem of limited access was needed in order to avoid a further decline in the flow of transfer students from Community Colleges.

RECOMMENDATION 20: Options offered freshman applicants to the University and the State University who cannot be admitted to the campus to which they apply because of enrollment limitations should include doing their lower-division work in a Community College with assurance of priority in being admitted at the junior level upon satisfactory completion of lower-division requirements.

University comments: The University has active programs of this type at all of its campuses where qualified freshman applicants exceed the number of available spaces. The programs are proving beneficial to students, the Community Colleges, and to the University.

University programs are redirecting to Community Colleges freshman applicants to the University who cannot be accommodated. These students are asked to complete lower-division work at the colleges with the understanding that they will be given top priority as transfer applicants at a later time. This program has the virtue of addressing the University's problems of excess applications and of helping to build stronger transfer programs at Community Colleges.

Most of these redirection programs go far beyond working relationships and understandings between a University campus and local colleges. The UCLA Transfer Alliance Program, for example, has institutionalized a transfer core curriculum at participating Community Colleges, established faculty-to-faculty dialogue, and required student assessment and counseling at the college.

State University comments: Please see responses to Recommendations 15 and 19. Again, it should be noted that the San Luis Obispo campus has engaged in such practices for many years. Increasingly, larger State University campuses such as Northridge and San Diego are advising students who apply late in the application cycle to consider Community

Colleges as viable alternatives for access to the State University campuses.

This has been a long-standing problem of information retrieval and communication between the Community Colleges and the universities. Through the Transfer Center Projects several approaches to the early identification of prospective transfers have been initiated. Some of these are promising and, after formal external evaluation, may provide models for statewide implementation.

Community College comments: Some University campuses such Santa Barbara, Berkeley, and Los Angeles are offering incentives for freshmen attending a Community College as a path to the University. However, the Community Colleges would support the implementation of this recommendation as a statewide policy.

Commission staff comments: While this is not University or State University policy, it is occurring as campus practice in several different forms that range from letters sent to eligible but unsuccessful applicants that suggest Community College enrollment with some assurance of priority consideration for admission as a junior, to the establishment of collaborative programs at selected Community Colleges for freshmen who accept this enrollment option.

Another alternative entails working with University-eligible Community College students who enroll there with a clear intention to transfer so as to give them both help in choosing courses to meet transfer requirements and some assurances of being admitted with upper-division standing.

RECOMMENDATION 21: With the assistance of selected Community Colleges, the Chancellor's Office of the Community Colleges should work with the University and the State University to develop a plan for reporting to them on a regular basis the number of Community College students planning to transfer, including (1) the number preparing for each campus and impacted major, and (2) their progress in completing lower-division transfer requirements.

University comments: The University supports this recommendation.

Community College comments: Student, course, and course outcome data are the highest priority for the development of the new Management Information System and will be piloted in 1987-88, with statewide implementation scheduled for 1988-89. When matriculation is fully implemented, we will have the capability to provide this information to the University and the State University. However, because of the cost and workload involved in implementing this recommendation, the Chancellor's Office would be opposed to compiling and providing this data unless the University and the State University demonstrate how they would utilize the data.

Commission staff comments: Actions at the State level to implement this recommendation are now subsumed under such larger projects as the development of new, comprehensive student data bases and thus are unlikely to lead to better transfer planning information in the near future. On the other hand, local projects cited in connection with Recommendation 20 should be producing information about transfer students in the pipeline that is useful to University enrollment planners and admission staff, but there is as yet no systematic attack on the problem of statewide planning to assure that qualified transfer students will be able to move into upper-division programs without loss of time and credit that may result from their not being admitted to the campus and program for which they have planned their lower-division program.

RECOMMENDATION 22: The University and the State University, in consultation with the Community Colleges, should each conduct a study to find out what happens to Community College students who apply for advanced standing admission, including (1) how many apply, (2) what proportion of the applicants meet eligibility requirements, (3) how many are offered admission to the campus to which they first apply, (4) how many are offered redirection to another campus or program, and (5) the extent to which students accept redirection. The study should also examine the extent of loss of time and credit experienced by students who accept redirection, and should pay particular attention to hardships experienced for low-income and other disadvantaged students who are redirected, including financial aid and housing problems.

University comments: Effective with the Fall 1986 application cycle, the University's data system began collecting the number of Community College transfer applicants, the number of these students offered admission, and the number enrolling.

Items 4 and 5 of this Recommendation do not apply since the University now has an admission system allowing multiple filing of applications and therefore no longer redirects students. Studying the hardships suffered by students not admitted would doubtless provide useful information. Such a study, however, would be expensive to carry out and would require special funding.

State University comments: Please see the State University's response to previous recommendations, including information on the disposition of applicants from Community Colleges. A comprehensive intersegmental study as suggested in this recommendation would require resources not currently available in either the State University or the Community Colleges. However, we hope to initiate such a study as soon as resources can be identified, hopefully within the next year.

Commission staff comments: In 1985, the Commission made the above recommendation for data collection and analysis in order to assess the extent to which qualified transfer students did not gain admission with advanced standing and the nature of their problems if they accepted redirection. The need for objective, current information about the effects of impacted campuses and programs on the flow of Community College transfer students is at least as great as in 1985, and Part Five offers a new recommendation that deals with the issue.

RECOMMENDATION 23: The Community Colleges and the State University should review articulation agreements in occupational fields in which both associate- and baccalaureate-degree programs are offered, in order to assess whether significant problems exist with respect to the placement of courses required for the major at both the lower- and upper-division levels.

RECOMMENDATION 24: The State University should continue to provide access to traditional baccalaureate-degree programs for Community College transfer students with occupational majors while looking at new approaches to help such students complete baccalaureate-degree requirements.

State University comments: The State University and Community Colleges are planning to undertake such a study, focusing primarily on individual campuses and a restricted number of programs/majors that are most amenable to articulation toward the baccaulaureate in specific occupational/vocational areas. Several State University campuses, including California State University, Los Angeles, California State University, San Bernardino and California State University, Long Beach, have developed such agreements for particular majors.

Community College comments: There have been a number of efforts to improve articulation between Community Colleges and the State University including the development of the first *California Handbook on Articulation*, an intersegmentally developed statement on "The Roles and Responsibilities of Articulation Officers" and the development of an intersegmental paper that outlines issues and problems of articulation that need to be addressed. However, there has not been any statewide activities which specifically have addressed the articulation of occupational programs between Community Colleges and the State University. It is hoped that Assembly Bill 3639 (Bradley), which calls upon the Commission to study and make recommendations regarding 2+2+2 programs, will be the catalyst for this type of activity.

Commission staff comments: Sensitive to what seemed to be a growing need for opportunities for Community College students in career programs, the Commission made these two recommendations to the State University in attempting to seek clarification of issues related to the articulation of career programs while continuing to encourage access to traditional baccalaureate degrees for such Community College students.

In 1986, the Legislature enacted into statute Assembly Bill 3639 (Bradley), which calls upon the Commission to study and make recommendations about "2+2+2" programs -- articulated career educationprograms that begin in secondary school, continue through the Community Colleges, and lead to a baccalaureate degree. It also asked the University, the State University, Community Colleges, independent California colleges and universities, and sec-

ondary schools to participate in this study. The Commission will report to the Legislature by January 1, 1988, on the feasibility of such programs and make recommendations to fund pilot projects.

The current study is no more than a first major step toward better articulation of career education programs and increased opportunities for students with career goals which start at the secondary school level, and staff does not expect that it will study all of the various kinds of articulation problems that were in the forefront in 1985. However, staff is optimistic that the study will be useful in giving direction to future articulation efforts to coordinate educational and career ladders so as to enable students to have the options to (1) move steadily through the three levels to a baccalaureate degree, (2) stop at any one of several points to enter employment without foreclosing the option of reentering a program leading to a degree, and (3) make a lateral transfer to a related occupation or educational program.

4 *Implications for California of the Commission's National Study of Transfer, Articulation, and Collaboration*

THIS past April, Commission staff completed an 18-month study of policies, practices, and programs related to transfer, articulation, and collaboration between and among two- and four-year institutions that was conducted in 11 states -- Arizona, California, Colorado, Florida, Illinois, Minnesota, New York, North Carolina, South Carolina, Texas, and Washington. Two-person teams of Commission staff members interviewed various government and education officials and their staff in the state capitols and collected copies of statutes, policies, reports, and descriptions of programs for analysis and documentation of information obtained in the interviews.

The study defined transfer and articulation as separate but related processes -- *transfer* as the process of admitting applicants to institutions with advanced standing, and *articulation* as the process of equating courses and curricula to enable students to move from two-year colleges through baccalaureate-degree programs without losing time or credit. Because the study was supported by a grant from the Ford Foundation, its report (California Postsecondary Education Commission, 1987) was written with a national audience in mind. The following pages summarize its findings and conclusions and point to their special implications for California policy and practice under ten headings:

1. State roles in policy making, regulating, and coordinating transfer and articulation matters;
2. Statewide versus regional or localized agreements and arrangements;
3. Faculty roles in articulation;
4. Special funding to enhance and promote transfer and articulation;
5. Effects of changes in freshman admission requirements on those for transfer with advanced standing;
6. Assessment and remediation as articulation issues;
7. Transfer opportunities for ethnic minority and other disadvantaged students;
8. Articulation of career-oriented associate and baccalaureate-degree programs;
9. Data bases and information systems; and
10. Other forms of articulation and collaboration.

The first four of these sections discuss major themes or dimensions of the study, while the remaining six discuss specific topics on which the interviews were conducted.

State roles in transfer and articulation

General findings

The study defined the *state* as the legislature, the governor, the state agency for coordination and planning for postsecondary education, state boards for public colleges and universities, and statewide organizations for articulation. Interviews and analysis of documents showed that the role of the state in regulating the flow of students into and through higher education is increasing in most parts of the country.

The role of the executive branch of state government is less clear than that of the legislature, except in giving broad policy direction to higher education and developing the state's budget. Legislatures, on the other hand, are intervening more than in the past, either by acting directly or instructing state agencies for coordination and planning to develop policies and adopt regulations pertaining to transfer and articulation. Among these initiatives, they are enacting statutes to:

- Regulate transfer and articulation -- for example, in establishing a common course-numbering system;
- Express intentions or priorities in matters relating to the admission of students and evaluation of transfer credit;
- Require studies and statistical reports to be made as a means of monitoring the efficiency and effectiveness of the transfer function;
- Appropriate special funds for projects to improve transfer and articulation or deny funds to institutions that do not act in a specified manner; and
- Require state coordinating agencies or institutional governing boards to adopt regulations or policies to solve certain problems or achieve specified purposes.

This intervention by legislatures appears to stem from changes in the nature of students enrolling in both two- and four-year institutions as well as past tendencies to decentralize responsibility for articulation and transfer at the campus level during an era of increasing size and complexity of higher education.

State agencies for coordination and planning often have rule-making authority that does not have the force of law but is stronger than policy or statement of intent or belief. The study revealed numerous instances of rules or policies being made by these agencies in response to legislative directives in the areas of undergraduate admission requirements and articulation of associate- and baccalaureate-degree programs. However, unlike legislatures, the state agencies usually engage in some participatory process leading to policy or rule making -- for example, task forces or committees from the segments and institutions affected by its actions, or a voluntary, statewide articulation organization.

State boards with rule-making authority for segments or groups of public colleges and universities are another group of state-level players in transfer and articulation. They vary from state to state with respect to both the number and types of institutions under their jurisdiction, their responsibilities for governance, and their autonomy, as well as their roles in transfer and articulation. They also differ with respect to the amount of autonomy they give to the institutions or campuses under their jurisdiction -- for example, community college boards in states where there are locally elected district boards, and university boards that delegate responsibility for academic policies to campus administrators or to the faculty.

Finally, many states have now established special groups to review or develop master plans for higher education, one outcome of which is usually the introduction of legislative proposals to implement their recommendations in such areas as institutional mission and function, admission, assessment, and articulation.

Implications for California

From time to time, California legislators have introduced proposals to regulate or influence transfer and articulation that have taken the form of bills, resolutions, budget language, and appropriations in the budget bill. These proposals, many of which have failed in passage or been vetoed by the Governor, have ranged from transfer admission and credit policies to incentive funding for projects to improve transfer and requests for special studies and recurring reports. The California Postsecondary Education Commission has been exempt from the kinds of legislation introduced in some other states because it does not have rule-making authority and does not administer special programs for which the Legislature appropriates funds.

Transfer admission and articulation have become high-visibility items on the agendas for the three state boards of public segments of higher education -- the Community College Board of Governors, the University Regents, and the State University Trustees -- because of their concern about access and quality, Community College mission, affirmative action, and the decreasing number of Community College transfer students. The Postsecondary Education Commission's contribution to their discussion has been its annual reports of transfer student statistics, its transfer policy report of March 1985, and its reports relating to the work of a broadly representative task force to facilitate the transfer of Community College Extended Opportunity Programs and Services (EOPS) students.

Because of the limited effectiveness in other states of legislation mandating specific policies and regulating the flow of students from their community colleges to four-year institutions, there is no implication from the national study that California should

increase the State's role in transfer and articulation in terms of trying to regulate these processes. Instead, the more appropriate roles of the Legislature, the Governor, and, where applicable, the Commission appear to be those of monitoring student flow and academic progress, calling attention to transfer and articulation problems commonly encountered by Community College students, providing adequate funding for transfer programs and services, and reaffirming broad State policies adopted as part of the 1960 Master Plan for Higher Education and more recently regarding access and opportunity.

Statewide versus local articulation

General findings

The second major theme or dimension of the national study was the status of statewide versus regional or local articulation activities and agreements -- both mandated and voluntary. Statewide agreements may be mandated -- either by the legislature or the state agency for coordination and planning -- or voluntary, reached by some representative body established to facilitate transfer and articulation without intruding on institutional or segmental autonomy. Local agreements, in contrast, are for the most part reached and implemented voluntarily on the part of pairs or groups of institutions that are in a particular geographic area or community colleges with four-year institutions that are under the same governing board.

The study found that mandatory statewide activities and agreements are increasing as a result of legislative concerns but with no apparent decrease in other levels of activity and agreement. However, the increase in statewide activity and mandated agreements does not appear to be producing improvements in transfer and articulation that are commensurate with costs and may in fact discourage the kind of local flexibility that made it possible for some students with unconventional credentials to transfer into baccalaureate programs. In other words, the type and scope of agreements about the articulation of programs and courses that can be reached statewide by all public colleges and universities tends to be quite limited, and institutions that might otherwise feel obligated to work out specific agreements with feeder community colleges may use the statewide agreements as an excuse for discontinuing regional or local activities which lead to agreements.

Still another problem associated with statewide agreements is local implementation or enforcement, because faculty and staff at the campus level are uninformed about or unsympathetic with them. Only a limited number of people and institutions can participate in working out statewide agreements, and communication with all who will be affected by them is difficult at both the development stage and when agreements are reached and ready for implementation. Monitoring of their implementation by individual faculty and staff is possible only in a gross and unsystematic fashion, since transcript analysis to discover violations of articulation agreements is costly and unlikely to help the transfer students for whom the agreements were not honored.

Implications for California

Staff found that mandated statewide agreements tend to be either so narrow in scope that their usefulness is limited *or* too general to be enforceable. Instead, statements of principles and commitment to make transfer and articulation work to the benefit of students serve a useful purpose in setting the context for more localized, voluntary agreements. However, institutional autonomy and academic freedom may negate articulation agreements reached by participants who come from other campuses.

California is in the somewhat fortunate position of having only two public university systems or segments with which to articulate but this advantage is nullified somewhat by the number and diversity of Community College districts and campuses and the fact that this segment does not operate as a system. Statewide transfer and articulation policies tend to be segment-specific in California, in that policies such as those governing the approval of Community College courses for baccalaureate-degree credit are adopted separately by the University and the State University -- while all segments may be involved in statewide articulation activities such as those of the Articulation Council of California and the Joint Academic Senate Committee that has worked out statements of competencies to be expected of high school graduates enrolling in California colleges and universities.

Attempts by the California Legislature to mandate statewide policies and practices to insure transfer

student access, information, and acceptance of credit have not been successful in most instances, at least in part because of the University's constitutional autonomy. Voluntary activities are continuing, particularly in the area of curriculum to establish some minimum common core courses for transfer, the associate in arts as the transfer degree, and common course numbers that supplement rather than replace an institution's own course number.

The voluntary, statewide Articulation Council has operated for many years in California but with somewhat variable success except as a forum for airing problems and suggesting solutions. Its voluntary mode has meant that agreements that it reaches are in most instances not ratified as policy by the boards or officials of the segments that are parties to the agreements. Good ideas may be translated into segmental actions to establish policy or formalize practice, but this outcome seems to be less common in recent years than in previous decades.

At the same time, groups of institutions are coming together voluntarily on a regional basis to work out agreements and arrangements that work well for transfer students in their institutions. The three major limitations are:

1. Students in other parts of the State may have a disadvantage if they wish to transfer into the region;
2. No central source of information exists about regional agreements; and
3. Segment-wide policies may impede development of more local agreements.

The imposition of a state-level reporting system for local or regional agreements to some central office might have the effect of discouraging local efforts that are innovative in nature, but a lack of good information for the State as a whole is clearly a limitation of a voluntary mode of operation.

The implication for California appears to be that statewide mandating of specific, narrowly defined agreements should be avoided for the most part, with encouragement and perhaps fiscal support given to voluntary, often regional activities that lead to agreements with which institutions comply willingly. Such agreements may become formal policy in some instances, but the emphasis is placed first on voluntary, localized agreements from which broader, State- or segment-wide policies may emerge over time.

Faculty roles in transfer and articulation

General findings

When transfer and articulation became national concerns in higher education some 30 years ago, registrars and admissions officers tended to be the key players in both processes. In four-year institutions that were having difficulty meeting increasing demand for undergraduate admission, they were the gatekeepers; while in two-year colleges they were the record keepers who dutifully recorded and transmitted the courses and grades of students with transfer objectives. Two-year college faculty often had been secondary school teachers and had relatively little to do with the articulation of their courses and programs with those in four-year institutions, while faculty and staff in the latter institutions rendered what were usually unilateral decisions about what courses from each two-year college would be awarded baccalaureate-degree credit, satisfy graduation requirements, and be considered equivalent or prerequisite to courses offered by the institution granting the baccalaureate degree. In other words, the process was scarcely cooperative or even participatory with regard to two-year college faculty.

Changes since then have been in the direction of greater participation by faculty at all levels, particularly in articulation activities, but with considerable variation among institutions and states in the status of community college faculty as junior partners versus colleagues or peers and as recipients of, versus participants in, articulation agreements. At one extreme, some community colleges send their catalogs to four-year institutions whose faculty then decide on the basis of course descriptions printed therein which lower-division course will "transfer." At the other extreme, discipline-related groups of faculty from two- and four-year institutions work cooperatively to assign some type of common number to equivalent courses and reach agreement about the applicability of the two-year college course to the various requirements established by the four-year institution.

Besides faculty, registrars, and admissions officers, other participants in transfer and articulation ac-

tivities need to be mentioned in order to underscore the complexity of the process.

- On the academic side are various levels of administrators who may substitute for or accompany faculty members who are assigned to articulation activities -- department and division chairs, deans of university schools and colleges into which students transfer, and in some instances campuswide and systemwide academic administrators.
- Another class of participants are called articulation officers with campus-wide responsibilities who may be attached to either the academic or the student personnel side of the institution's organizational structure. These officers usually perform tasks that are best described as coordination, liaison, problem solving, and information assembly and dissemination, both within and outside the institutions where they are employed.
- Participants in articulation from the ranks of the student personnel staff include counselors (particularly in community colleges), financial aid officers, and student outreach or affirmative action staff. The role of faculty as advisers to potential transfer students vis-a-vis that of counselors who help students make choices and plans for transfer remains somewhat ambiguous, perhaps because of inadequate levels of staffing for both faculty advisement and transfer counseling functions.

The national study focused more on faculty roles in relation to those of admissions and records staff than these other types of staff, with the expectation of finding that the faculty role has been increasing. This increase is occurring in many states and institutions, particularly in the development of articulation agreements and the admission of students to impacted programs and campuses, with the roles of admission officers and registrars continuing to be strong in implementing transfer and articulation policies and agreements that may be developed by others.

Implications for California

California appears to be in the forefront among the 11 states in the study in regard to the scope of faculty participation in articulation activities at this time. The Academic Senate of the California Community Colleges has been aggressive and effective in securing places for the faculty in such bodies as the Articulation Council and also in working on articulation matters with the statewide faculty senates of the University and the State University. These activities appear to be useful in improving relationships between faculty members in the three segments in a way that eases the transition of students from segment to segment and may result in better instruction in particular courses. Agreements reached by the senates, such as the statements of competencies expected of college-bound high school graduates, also contribute to the articulation process but may be limited in their impact on practice if they are not adopted as policy by those administering or governing the institutions or segments.

In contrast to California, voluntary articulation organizations in several other states, while having no official status as governmental entities, are able to reach agreements that are then forwarded for action by bodies with statutory rule- or policy-making responsibility. Occasionally these latter bodies, without actually delegating their responsibility, request the voluntary articulation groups to study and recommend policy or regulations regarding a particular aspect of transfer or articulation.

The role of California faculty in articulation matters appears to be stronger in the University and the State University at this time than in the Community Colleges, although Community College faculty through their local and statewide academic senates are gaining strength in curricular and instructional matters. For example, their statewide Academic Senate developed and adopted a statement on the faculty role in student advising that is being used at the campus level although it is not State policy, and other Senate efforts relating to improving the transfer function include revising criteria for degree-credit courses, strengthening standards for the associate degree, and determining what constitutes a baccalaureate-level course.

With the establishment of transfer centers on many campuses, the role of the faculty in working with potential transfer students is a matter for renewed debate, with uncertainty about the locus of responsibility for identifying and encouraging such students, giving them information about transfer options, helping them select courses that have been articulated, and monitoring their transition to a four-year college or university. There are few implications from the national study for these faculty roles, since they are more a campus than a state-level issue, but these roles merit attention at the State level in Cali-

fornia in connection with future funding proposals for the transfer centers.

Special funding to promote transfer

General findings

Except in California, the national study produced little evidence of special state funding to enhance and promote transfer and articulation between two- and four-year institutions -- although funds are being appropriated for other forms of cooperation and collaboration. The federal Fund for the Improvement of Postsecondary Education and the Ford and Andrew W. Mellon Foundations have made grants to institutions for special transfer programs and activities, but support for the most part appears to come from regular appropriations to state agencies and institutions.

Implications for California

Actions by California's Governor and Legislature to provide special funding to the three segments of public higher education for two projects to improve transfer and articulation -- pilot transfer centers and Project ASSIST, a computerized transfer information system -- exemplify an appropriate role for the State that is likely to do more to facilitate the flow of transfer students than the enactment of statutes to regulate it. Up-to-date, accurate information is essential to transfer students and their advisors, and the State's intervention to provide additional funds for this purpose has been useful.

Effects of changes in freshman admission standards on transfer

General findings

The national study showed an unmistakable trend toward requiring more rigorous secondary school preparation on the part of students planning to attend four-year colleges and universities. The move is usually toward common, prescribed academic course patterns for all freshman applicants, with institutions varying with respect to the minimum grades, rank-in-class, and test scores expected of applicants.

Two important related findings are that:

- Community colleges will not require similar academic preparation of students enrolling in degree-credit courses, and
- Four-year institutions requiring such preparation of freshman applicants are often unclear about what transfer applicants who lack such preparation as secondary school graduates must do to overcome subject-matter deficiencies.

In another area of admission practices, the study indicated that the problem of impacted or limited-access programs and campuses is not confined to California. In other words, applicants who meet only minimum requirements for admission with advanced standing may not be admitted to some campuses and programs -- usually the flagship campus of the state university and professional programs like engineering and business administration. Potential transfer students usually know about limited access well in advance of applying but do not have information about the standards they would have to meet in order to have a reasonable probability of being admitted.

Implications for California

Both the University of California and the California State University have adopted regulations for admitting transfer students who would not have met new freshman requirements involving secondary school subject-matter preparation. However, while they will require a rather similar pattern of academic course preparation of applicants for freshman admission, their requirements for transfer applicants without such secondary school preparation differ substantively and are likely to be confusing to Community College students and their advisors. Furthermore, the new State University requirements for admission with advanced standing are more prescriptive then those adopted by the University. For this and other reasons, secondary school graduates who do not quite meet the new subject requirements may apply for State University freshman admission with waivers, thus leaving the Community Colleges uncertain about the changing demand for courses to satisfy requirements for admission with advanced standing.

Admission with advanced standing to impacted campuses and programs appears to be a more serious

problem in California than in other states in the study, in part because of the larger number of such campuses and programs. California students also appear to have higher expectations about access to transfer opportunities than students elsewhere who do not aspire to transfer to flagship institutions and high-demand programs.

California also differs from most other states in that transfer students who would have been inadmissible to its universities as freshmen because of low secondary school grades must complete all or nearly all of their lower-division course work before becoming eligible to transfer. This requirement is sound in terms of predicting subsequent performance in the upper division but necessitates very careful course and program articulation in order to avoid loss of time and credit after transfer, particularly if the applicant must be redirected to a campus or program other than the one that was the basis for selecting Community College courses.

Assessment and remediation as articulation issues

General findings

Policy and practice in regard to both assessment and remediation vary widely among the 11 states in the study, ranging from no state policy at one extreme to state-mandated assessment programs and specific state regulation of remediation with state funding at the other.

In the area of assessment, the trend appears to be toward mandated state programs involving all public colleges and universities for the purpose of placing students in remedial versus regular college courses in English composition and mathematics and, in some instances, retesting students to make sure that they have attained a satisfactory level of basic skills by the end of their lower-division work. A middle ground is represented by states where one or more segments or systems of institutions has a common assessment program that is not mandated statewide -- for example, the California State University's English placement testing program for freshmen. Statewide testing programs also call for common norms or scores below which students are placed in remedial courses.

Remediation is closely linked to assessment, since a major purpose of assessment is to screen students for placement in appropriate remedial courses and programs. There appears to be a growing body of state policy regarding the offering and funding of remediation. Specifically, the trend is toward requiring students to demonstrate that they have attained a certain level of basic skills before leaving the lower division and that state-funded instruction to remedy basic skills deficiencies be moved out of four-year institutions and into community colleges -- although students who are otherwise qualified would not be denied freshman admission to four-year institutions. Thus testing for admission continues to be rather independent of assessment related to the students' needs for remediation, and there are no immediate prospects that large numbers of students with deficiencies in basic skills when they graduate from secondary school will be delayed in starting their degree-related course work.

Implications for California

The University of California and the California State University both have systemwide assessment programs, the results of which are used to place new freshmen at appropriate levels of remedial or degree-credit courses. In the Community Colleges, the assessment and placement of new students is not now mandated by the State, but many colleges have undertaken such programs voluntarily, using tests and norms of their own choosing and deciding which students should be tested and placed. The Commission has supported and continues to support proposals for full funding of assessment, placement, and related services in the Community Colleges but has not recommended either a mandatory or common assessment program -- *mandatory* meaning that all colleges are required to have such a program but given the option of choosing their own tests and norms, and *common* implying the use of the same test or having a choice among state-approved tests.

California has no statewide or systemwide assessment programs beyond the initial testing for basic skills at this time, but legislative interest is strong in assessing student outcomes in the context of value-added funding (California Postsecondary Education Commission, 1987c).

As noted earlier, the Commission has adopted recommendations regarding remediation (1983) and

has made periodic reports of progress on how the segments have been implementing them (1984, 1985, and 1986). The major State policy regarding remediation that is now in effect regards funding -- with the State providing full support for instruction in remedial courses in all three segments, although such courses are not intended to yield credit that is applicable to a degree. The Commission is encouraging the universities to reduce the amount of remediation that they provide, and some campuses are working on a local, voluntary basis to have Community Colleges do the necessary remediation for university students; but there is no State policy or plan for future remedial programs that goes beyond the Commission recommendations. Variation in campus needs and ways of meeting them -- particularly in the Community Colleges, whose students are very heterogeneous with respect to their language backgrounds and abilities -- mediate against the establishment of rigid State policy for remediation beyond continuing funding to meet the need.

Transfer opportunities for students from ethnic minority groups

General findings

Black, Hispanic, American Indian, and other disadvantaged young people are more likely to enroll in public two-year colleges as freshmen than in four-year institutions, the result of which is underrepresentation of these groups in the latter institutions when transfer rates are low. Some minority groups are in fact a majority in many urban community colleges in northern as well as southern states. Although the states in the study are committed to student affirmative action and equal opportunity for ethnic minority groups, few have taken action or appropriated special funds to increase university enrollments of underrepresented minorities by means of community college programs and services to support transfer. Instead, support for this effort has come primarily from private foundations which have made grants to urban community colleges for this purpose.

In a related area, states in the study do not appear to have student financial aid policies that recognize the likelihood that disadvantaged students from low-income families will be enrolled in a community college and that their need for increased student aid when they complete the lower division may be a barrier to transfer unless financial aid as well as admission services is articulated. Although special, institutionally awarded grants and scholarships for transfer students are available in limited numbers, state student aid policy tends to give a competitive advantage to first-time freshmen enrolling in four-year institutions and seldom is seen as a means of increasing transfer opportunities for low-income or other disadvantaged students.

Implications for California

California appears to be exemplary among the 11 states in regard to State-level efforts to increase ethnic minority student enrollments by means of strengthening transfer opportunities and services. The Commission has played an important role in supporting funding for special services -- transfer centers and Project ASSIST -- and in calling attention to a lack of articulation for transfer students between Extended Opportunity Programs and Services (EOPS) in the Community Colleges and Educational Opportunity Programs in the University and the State University.

In addition, Cal Grant B of the State's student aid programs was designed to assist and encourage disadvantaged students who enroll in Community Colleges before transferring to four-year institutions. However, California differs from most other states with respect to the magnitude of the increase in mandatory fees that Community College students are charged when they transfer, since elsewhere, community college tuition and fees are more likely to approximate those charged by at least some public four-year institutions. Thus California students may be even more likely than others to be deterred from transfer by financial barriers, especially if they attended a Community College without receiving student aid.

Articulation of career-oriented programs

General findings

Opportunities for community college students in occupational curricula to continue their education in a baccalaureate-degree program was one of the major

foci of the national study. This particular inquiry was stimulated by indications of two problems:

- Agreements about articulation of associate in arts degree programs were limiting opportunities for community college students who wanted to prepare for employment while not foreclosing the option of obtaining further formal education at some point in their careers; and
- Rigorous non-transfer technical programs are attracting bright students whose academic preparation qualifies them to pursue a baccalaureate-degree program.

States in the study are recognizing the need for baccalaureate-degree opportunities for students who do not enroll in liberal arts or pre-professional curricula leading to an associate in arts degree but no one best option has yet emerged. A simple but somewhat unrealistic option is to counsel career-oriented students into transfer programs during their first term or year in a community college if they appear to be interested in transfer. This option ignores students' high interest in obtaining preparation for employment after two years of college and requires them to make a difficult choice between different types of associate-degree programs.

Another rather common option that is not wholly satisfactory is the offering of a special baccalaureate degree in technology for transfer students whose lower-division work includes some general education and more occupation-related courses -- sometimes in what is called an "upside-down" baccalaureate curriculum. Success in marketing this type of degree program varies among states and institutions in the study, and other efforts are being made to develop better articulation between associate- and baccalaureate-degree programs in the same career fields – for example, in business administration and computer science.

Implications for California

The Legislature has requested that the Commission undertake a study of the feasibility of articulated programs between secondary schools, Community Colleges, and universities, leading ultimately to a baccalaureate degree in selected career fields. The Commission discussed a prospectus for this study this past March, and the study will be completed this fall for submission to the Legislature by January 1, 1988.

Data bases and information systems

General findings

Accurate, up-to-date information is essential to good transfer and articulation, and the national study included this topic in interviews with state and systemwide administrators and their staffs. Questions were asked about the nature and scope of computerized data bases, definitions of the data elements they include, reports produced from them, and other uses of the data. Staff also sought information about sources of data for enrollment planning related to transfer, student tracking within and between institutions, student performance reporting, record-keeping for course and program articulation, and computerized transfer information to help students make more informed choices and plans.

Staff found that statewide and systemwide data bases in most instances have not been designed with transfer-related purposes in mind, nor have they been adapted to meet the need for information to assess and improve the flow of transfer students to and through four-year institutions. Exceptions to this generalization and examples of good practice were found in some of the 11 states; but computer technology and its use in registration, enrollment projections, and record keeping appear to be ahead of its use for transfer and articulation purposes.

Since the study was unable to undertake any original research on student flow and performance, staff had hoped to find statewide and systemwide studies conducted by agencies and institutions in the states that were visited. It found, however, only some routine statistical reports on the flow of transfer students, periodic follow-up studies of transfer students over several years but lacking in performance data, short-term reports on the performance of groups of transfer students, and a plan for a transfer student transcript analysis.

Implications for California

California appears to be ahead of many states in the study in regard to the data in State- and system-

level computers and the uses to which they are now put, but it exhibits some weaknesses in comparison with some other states. The absence of a permanent student identification number in California's State-level data base is now a deterrent to its use in student flow or longitudinal studies. The University and the State University now make annual student performance reports to the Community Colleges, but numbers of transfer students whose records they report differ from those in reports on student flow. The Community Colleges' course data file is now inadequate for use in Project ASSIST and for keeping track of articulation agreements, and while the Chancellor's Office is taking significant steps to improve its information systems to facilitate student tracking and transfer enrollment planning, major improvements will be slow and costly.

Other forms of articulation and collaboration

The study yielded additional ideas for possible use in California in the areas of program review related to articulation, joint use of facilities and other institutional resources, staff development, transfer student recruitment and advisement, and publications. These will be put to use as staff undertakes new studies or activities where they seem appropriate.

5 Recommendations

THE 20 tentative recommendations that were set forth in the draft report discussed by the Committee in June were sent to staff in the President's Office of the University of California, the Chancellor's Office for the California State University, the Community College Chancellor's Office, and the State Department of Education, together with the President of the Association of Independent California Colleges and Universities and the chief executive officers of the California Community Colleges, with a request for advice about the relative importance of the various recommendations, as well as their soundness and acceptability. Replies were received from the three segmental offices, 13 Community Colleges, and four Community College district offices. Information in the replies was used in redrafting the recommendations that follow.

These new recommendations are intended to replace rather than supplement the recommendations that the Commission adopted in March 1985. Some are repeated from the earlier report in updated form while others are new and flow from the Commission's recent study of transfer and articulation under a grant from the Ford Foundation. Finally, the revised recommendations are the result of a concerted effort to limit their number and broaden their scope by eliminating some and combining others.

The organization for the recommendations is that used in the report of the national study, and recommendations from the earlier Commission study are subsumed under these categories. The major topics are (1) the State's role, including that of special funding to support transfer and articulation; (2) mandated, statewide articulation versus local, voluntary agreements; (3) the faculty role; (4) admission with advanced standing; (5) assessment and remediation; (6) data bases and information systems; and (7) articulated career education programs.

The State's role

The Commission makes recommendations for action by the Governor, the Legislature, and the new Intersegmental Coordinating Council that deal with transfer and articulation as follows:

RECOMMENDATION 1: The Governor and the Legislature should give broad policy direction to the segments in matters relating to the flow of students from secondary schools through California's colleges and universities to the baccalaureate degree, including the use of Community Colleges for students with such degree objectives.

The Legislature should also request whatever periodic and special reports are necessary to assure that its policies, priorities, and intentions are working satisfactorily to make the best use of the State's resources while promoting student access and retention.

In doing so, the Governor and the Legislature should recognize the cost of offering comprehensive, high quality transfer education programs as they take actions to change the basis on which Community Colleges are funded and, in addition, should continue their recent practice of providing special funding for pilot projects to improve transfer and articulation that cannot be readily funded from existing funding sources.

Recommendation 1 stems from staff findings in the Commission's national study of transfer and articulation that specific state statutes and regulations tend to be either unenforceable at the campus or departmental level or ineffective in carrying out the intent of the legislature in adopting them. California higher education is larger and more complex than in most other states and, in addition, the University of California has been interpreted to have certain constitutional autonomy in academic matters that exempts it from such statutes.

The second part of the recommendation is a necessary companion to the first, since the segments must be held accountable if they are given the authority to make policy and initiate transfer and articulation practices under broad legislative policies and priorities. The Commission and the segments now produce

certain annual reports, but later recommendations will suggest still others.

The recommendation about funding first appeared as Recommendation 8 in the March 1985 report. It is repeated here because of its continuing importance at a time when a new finance mechanism must be developed for the Community Colleges. The second part calls attention to the significance of the special funds that the Legislature appropriated for pilot transfer centers and Project ASSIST and suggests that the practice of appropriating such funds for other types of projects be continued when need is demonstrated.

RECOMMENDATION 2: The Intersegmental Coordinating Council should continue to function as a forum for discussion of and a source of information about transfer and articulation between and among colleges and universities while encouraging full participation by the secondary school segments.

The new Council should be responsible for keeping track of both voluntary and ratified course and program articulation agreements and for reporting to segmental administrators on the status of such agreements with respect to their ratification, recency of adoption, and potential for statewide segmental policy.

One strength of the Articulation Council that is paradoxically also a weakness was its voluntary, non-statutory status. The reconstitution of the historic Articulation Council of California under the Round Table and its related Intersegmental Coordinating Council -- which will have responsibilities far beyond articulation -- is new and the Commission will look forward to monitoring its activities and making further recommendations about its role in transfer and articulation next year, if necessary.

Mandated/statewide versus voluntary/localized articulation

Both statewide and local agreements are needed, and the process for reaching them is the subject for Commission Recommendations 3 and 4.

RECOMMENDATION 3: The Community Colleges, the State University, and the University should encourage their respective campuses to work with nearby public and private colleges and universities to reach voluntary agreements that govern both the flow of students and the articulation of courses and programs.

Recommendation 3 stems from staff findings from the national study that agreements which appear to work best emanate from the campus level and involve the institutions between which the largest number of students transfer. The number and scope of transfer and articulation agreements that can be negotiated at the State level is limited, and efforts to establish statewide agreements may in fact inhibit local efforts when one or more of its parties is reluctant to participate in such activities.

RECOMMENDATION 4: Participation in the California Articulation Number system, which began on a voluntary, regional basis, should be endorsed by the University, the State University, and the Community Colleges in order to encourage its continuing development in all regions and institutions in the State, with increased State funding if necessary.

The California Articulation Number (CAN) system will not develop to its full potential unless all public segments strongly encourage their respective campuses to participate. CAN began and developed as a voluntary, regional activity, but the reluctance of some campuses to participate is slowing its progress.

Faculty roles

Statewide faculty groups -- most notably the academic senates of the public segments of higher education -- are playing an important voluntary, cooperative role in solving articulation problems, and one recommendation is made to increase their effectiveness.

RECOMMENDATION 5: Statewide faculty senates should urge faculty groups on their campuses to engage in the same kind of voluntary, cooperative articulation activities as those that characterize the state-level efforts in order to insure problem-free student flow and good articulation between neighboring institutions.

Commission staff has observed that state-level intersegmental activities involving faculty appear to be more influential at this time than comparable activities on some campuses and in some regions of the State. Recommendation 5 simply suggests that state-

wide academic senate participants make a renewed effort to stimulate campus-level activities like those at the State level.

Admission with advanced standing

Both the University and the State University have adopted new policies that require more comprehensive secondary school preparation for freshman applicants for admission, and the State University will for the first time require a particular pattern of course-taking of applicants for admission with advanced standing for applicants who would not have met the freshman requirements. The following recommendations should increase the effectiveness of these new standards in achieving better preparation of transfer students.

RECOMMENDATION 6: The Board of Governors of the California Community Colleges, in consultation with the Academic Senate, should develop and adopt a statement of recommended secondary-school subject-matter preparation for all students expecting to enroll in a Community College that would include core courses for students planning to seek a baccalaureate degree after completing the lower division.

The University and the State University should develop and distribute a joint statement for use by applicants for admission with advanced standing and their counselors that highlights segmental similarities and differences in course requirements and standards for such applicants, particularly with reference to those who would not have been eligible for freshman admission to these segments on the basis of their high school record.

The first part appeared as Recommendation 2 in the Commission's March 1985 report and is repeated here because of its continuing importance and a more supportive climate for implementation at this time.

The University and the State University have adopted somewhat similar patterns of secondary-school preparation for freshman admission, but their requirements for admission with advanced standing differ markedly. This recommendation that they point out segmental differences in minimum recommended lower-division coursework to make up deficiencies is made in order to reduce confusion on the part of potential transfer students and their counselors, and provide students with as many transfer options as possible.

RECOMMENDATION 7: Options offered freshman applicants to the University and the State University who cannot be admitted to the campus to which they applied because of enrollment limitations should include doing their lower-division work in a Community College with assurance of priority in being admitted to the junior level upon satisfactory completion of lower-division course work. The segments should also consider adopting the practice of joint admission to both a Community College and a University or State University campus for students who are eligible for both as freshmen, with opportunity to transfer as juniors also assured.

The first part of the recommendation appeared as Recommendation 20 in the March 1985 report and is repeated here because pilot projects are working well and there seems to be a need to expand the practice to other campuses. The second part is added as a result of staff's having found the practice of joint admission to be useful in other states in encouraging well-prepared students to attend a Community College as freshmen.

Assessment and remediation

These topics are being studied by Commission staff in other projects, and only one recommendation is made here that combines and repeats two from the Commission's March 1985 report.

RECOMMENDATION 8: The Chancellor's Office of the California Community Colleges should survey the Community Colleges to determine the degree of implementation for Fall 1987 of assessment, identification of transfer students, counseling services related to placement, and follow-up as a necessary step toward full funding of the implementation of these services by the Governor and the Legislature.

This first appeared as Recommendation 4 in the March 1985 report, with the date now revised forward to the Fall 1987 term since information gathered earlier about the nature and degree of implementation of these services at the campus level is now out of date.

Data bases and information systems

California's state-level and system-wide data bases appear to be as good as any of those examined in the national study, but several actions are recommended that would increase their usefulness in transfer and articulation processes.

RECOMMENDATION 9: Because of continuing uncertainties about the admission of transfer applicants, the University and the State University should develop a similar system of reporting to each Community College annually on the disposition of applicants for admission with advanced standing from each college, to include information about numbers of applications (1) initiated, (2) completed, (3) acted on favorably, (4) rejected as ineligible, (5) denied for lack of space, (6) admitted but not enrolled, (7) admitted and enrolled, and (8) referred to another campus.

At the same time, the Community College Chancellor's Office staff should work with administrators in the University and the State University to develop a plan for reporting to them on a regular basis the number of Community College students planning to transfer, especially to impacted campuses and majors.

Information about the admission of Community College transfer students to the University and the State University is now incomplete and Community College personnel continue to assume that many qualified applicants are being denied admission. The kind of report that is first recommended here would permit both an assessment of the extent to which the assumption is true and corrective action by Community Colleges whose students fail to complete their application or are ineligible to transfer.

This appeared as Recommendation 21 in the March 1985 report and is repeated here because the need for such information for transfer enrollment planning continues to be great, and the feasibility of implementing the recommendation is greater now than in 1985 because of improvements being made in the Community College information system at this time.

RECOMMENDATION 10: The University and the State University, in consultation with the Community Colleges and the Commission, should design and execute a longitudinal study of Community College transfer students to obtain information about their lower-division course work and its applicability to various baccalaureate-degree requirements, student choices of campus and major, academic performance before and after transfer, persistence to the degree, and related matters pertaining to the question of how well the colleges are preparing students for transfer.

This recommendation appeared in the earlier report as number 11 and is repeated here because it is still supported by the segments and the Commission staff, but little progress has been made to date.

Articulated career programs

The Commission is nearing completion of a study for the Legislature that will assess the feasibility of and make recommendations for the funding of pilot projects involving the articulation of career and professional education programs that include the last two years of secondary school, the Community Colleges, and upper-division programs of the University and the State University that lead to a baccalaureate degree. Pending the completion of that study, the Commission now makes a two-part recommendation in this area.

RECOMMENDATION 11: Segmental review of proposals for new programs leading to an associate or baccalaureate degree should require that the campus making the proposal indicate the program's potential for articulation and any efforts that have been made to work out such artic ulation agreements with other institutions.

Furthermore, the University and the State University should review any future proposals for changes in transfer and articulation policies to see if they would limit or foreclose transfer options that are now available to Community College students in occupational and technical programs.

The first part of the recommendation stems from a finding of the Commission's national study that articulation problems can often be anticipated by requiring that institutions proposing new programs give attention to the potential for articulation -- whether it is a Community College proposing a new two-year degree program or a four-year institution proposing a new baccalaureate-degree program. The recommendation does not imply that every associate degree program should be articulated with a baccalaureate degree pro-

gram but encourages such activities at the time when new degree programs are being developed.

There is also some danger that transfer options for Community College students in occupationally related programs will be curtailed as a result of the adoption of a core curriculum, or other curriculum-related actions to distinguish more precisely between transfer and employment-related programs and courses. This recommendation simply asks that such proposals be evaluated for their impact on career-oriented Community College transfer students.

Concluding comments

Staff will report to the Commission in June 1988 on progress made in implementing these recommendations and other matters related to transfer and articulation, with new or revised recommendations if they are needed.

Appendix A

Number of Community College Students Who Transferred to Independent California Colleges and Universities, Fall 1986

Independent Institution	Number of Transfers from Community Colleges
Azusa Pacific University	132
Biola University	40
California Baptist College	89
California College of Arts and Crafts	86
California Institute of the Arts	36
California Institute of Technology	3
California Lutheran College	139
Claremont McKenna College	5
Cogswell College	10
College of Notre Dame	57
Dominican College of San Rafael	12
Fresno Pacific College	58
Golden Gate University	184
Holy Names College	29
Humphreys College	3
Loyola Marymont University of Los Angeles	168
The Master's College	34
Menlo College	26
Mills College	69
Monterey Institute of International Studies	10
Mount St. Mary's College	74
National University	3,158
Northrop University	180
Occidental College	13
Pacific Union College	74
Patten College	6
Pepperdine University	85
Pitzer College	10
Point Loma Nazarene College	118
Pomona College	2
Saint Mary's College of California	118
San Francisco Conservatory of Music	3

Santa Clara University	59
Samuel Merritt College of Nursing	11
Scripps College	2
Simpson College	18
Stanford University	69
Southern California College	54
United States International University	37
University of the Pacific	275
University of San Diego	115
University of San Francisco	199
University of Southern California	527
University of West Los Angeles	18
Westmont College	62
Whittier College	11
Woodbury University	24
TOTAL	6,512

Note: Some numbers are smaller than those reported to the Association of Independent California Colleges and Universities because of differences in definitions and time of reporting.

Source: California Postsecondary Education Commission.

Appendix B

Number of Students Who Transferred from Each Community College to Independent California Colleges and Universities, Fall 1986

Community College	Number Who Transferred
Allan Hancock College	35
American River College	196
Antelope Valley College	15
Bakersfield College	26
Barstow College	11
Butte College	17
Cabrillo College	25
Canada College	31
Cerritos College	75
Cerro Coso Community College	12
Chabot College	71
Chaffey College	39
Citrus College	57
Coastline Community College	51
College of Alameda	37
College of the Canyons	20
College of the Desert	84
College of the Redwoods	16
City College of San Francisco	97
College of San Mateo	70
College of the Sequoias	42
College of the Siskiyous	2
Columbia College	3
Compton Community College	13
Contra Costa College	27
Cosumnes River College	41
Crafton Hills College	16
Cuesta College	25
Cuyamaca College	45
Cypress College	46
De Anza College	87
Diablo Valley College	109
East Los Angeles College	51
El Camino College	179
Evergreen Valley College	15
Feather River College	12
Foothill College	85
Fresno City College	47
Fullerton College	85
Gavilan College	8
Glendale Community College	75
Golden West College	63
Grossmont College	213
Hartnell College	24
Imperial Valley College	16
Indian Valley	4
Kings River Community College	20
Lake Tahoe Community College	7
Laney College	62
Lassen College	6
Long Beach City College	85
Los Angeles City College	134
Los Angeles Harbor College	37
Los Angeles Mission College	21
Los Angeles Pierce College	68
Los Angeles Southwest College	6
Los Angeles Trade-Technical College	27
Los Angeles Valley College	55
Los Medanos College	12
Marin Community College	28
Mendocino College	7
Merced College	26
Merritt College	36
MiraCosta College	149

Community College	Number Who Transferred
Mission College	8
Modesto Junior College	31
Monterey Peninsula College	48
Moorpark College	35
Mt. San Antonio College	60
Mt. San Jacinto College	10
Napa Valley College	16
Ohlone College	25
Orange Coast College	167
Oxnard College	9
Palo Verde College	44
Palomar College	173
Pasadena City College	155
Porterville College	6
Rio Hondo College	46
Riverside Community College	55
Sacramento City College	104
Saddleback College	194
San Bernardino Valley College	39
San Diego City College	140
San Diego Mesa College	249
San Diego Miramar College	48
San Joaquin Delta College	147
San Jose City College	30
Santa Ana College	91
Santa Barbara City College	55
Santa Monica College	137
Santa Rosa Junior College	45
Shasta College	16
Sierra College	45
Skyline College	27
Solano Community College	37
Southwestern College	432
Taft College	4
Ventura College	50
Victor Valley College	8
Vista College	1
West Hills College	6
West Los Angeles College	36
West Valley College	36
Yuba College	32
TOTAL	6,001*

* This total is less than that which appears in Appendix A because two independent institutions were unable to report the names of the Community College from which students transferred.

Source: California Postsecondary Education Commission.

Appendix C

Transfer Students and First-Time Freshmen, 1965-1986

Number of Community College Students Who Transferred to the University of California and the California State University, Together with Number of First-Time Freshmen in the University, State University, and Community Colleges from California High Schools, 1965 to 1986

	Community College Transfer Students			First-Time Freshmen		
	Fall Term		Full Year	Fall Term Only		
Year	UC	CSU	CSU	UC	CSU	CCC
1965	2,948	14,603	--	--	14,023	--
1966	3,761	19,295	--	12,341	15,574	--
1967	3,702	22,059	--	13,072	16,082	--
1968	3,785	26,596	--	11,665	18,844	--
1969	4,458	28,207	43,963	12,066	17,539	--
1970	5,166	29,059	49,245	13,233	18,984	--
1971	6,154	32,546	52,989	13,637	19,306	--
1972	7,165	34,619	53,820	14,358	22,094	--
1973	8,193	33,089	51,335	15,011	22,210	--
1974	7,813	32,646	51,144	14,915	22,886	119,652
1975	8,002	35,537	52,917	15,460	23,239	126,688
1976	7,123	32,653	51,230	14,935	23,498	120,702
1977	6,392	34,001	51,159	14,820	23,867	123,561
1978	6,193	31,609	47,430	15,850	24,668	117,510
1979	5,649	30,428	46,326	16,534	25,703	117,269
1980	5,428	30,490	46,649	16,340	25,470	116,518
1981	4,778	30,026	45,283	16,580	23,500	109,556
1982	5,137	29,824	45,400	16,897	24,016	113,815
1983	5,305	30,274	45,726	18,323	23,250	99,359
1984	5,257	30,134	45,476	19,202	22,959	93,521
1985	4,931	29,682	45,469	19,388	25,106	82,877
1986	4,858	27,761	--	--	--	--

Source: California Postsecondary Education Commission.

Appendix D

Action Taken by the California State University Trustees on May 13, 1987, to Amend the California Administrative Code, Title 5, in Regard to Undergraduate Transfer Admission Requirements

1. Subdivision (n) is added to Section 40601 of Article 1 to read:

40601. Particular Terms.

The following terms, whenever used or referred to in this subchapter, shall have the following meanings, respectively, unless a different meaning appears from the context:

* * *

(n) The term "comprehensive pattern of college preparatory subjects" means four years of English, three years of mathematics, one year of United States history or United States history and government, one year of laboratory science, two years of foreign language, one year of visual and performing arts, and three years of electives from any combination of English, mathematics, social science, history, laboratory science, foreign language, visual and performing arts, and other fields of study determined by the Chancellor to be appropriate preparation for California State University study.

NOTE: Authority cited: Sections ~~66600,~~ 89030 ~~and 89035~~, Education Code. Reference: Sections ~~66600 and~~ 89030, Education Code.

2. Section 40803 of Article 5 is amended to read:

40803. Applicants Who Are California Residents and Who Have Completed 56 Units of College Credit.

An applicant who is a resident of California may be admitted to a campus as an undergraduate transfer, upon satisfaction of the requirements of each of the following subdivisions:

(a) The applicant has completed satisfactorily ~~four years of college preparatory English and two years of college preparatory mathematics~~ the comprehensive pattern of college preparatory subjects defined in subdivision (n) of Section 40601 or an alternative program determined by the Chancellor to be equivalent;

(b) The applicant has attained a grade point average of 2.0 (grade of C) or better in at least 56 semester (84 quarter) units of transferable college credit;

(c) The applicant was in good standing at the last college attended.

NOTE: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

3. Section 40803.1 of Article 5 is amended to read:

40803.1. Applicants Who Are Not California Residents and Who Have Completed 56 Units of College Credit.

An applicant who is not a resident of California may be admitted to a campus as an undergraduate transfer upon satisfaction of the requirements of each of the following subdivisions:

(a) The applicant has completed satisfactorily ~~four years of college preparatory English and two years of college preparatory mathematics~~ the comprehensive pattern of college preparatory subjects defined in subdivision (n) of Section 40601 or an alternative program determined by the Chancellor to be equivalent;

(b) The applicant has completed at least 56 semester (84 quarter) units of transferable college credit and has attained a grade point average in all units of transferable college credit which places the applicant among the upper one-half of eligible California residents who are applicants for admission under Section 40803, the required minimum grade point average to be determined by the Chancellor;

(c) The applicant was in good standing at the last college attended.

NOTE: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

4. Section 40804 of Article 5 is amended to read:

40804. Applicants Who Were Eligible for Admission as First-Time Freshmen and Who Have Completed ~~Less~~ Fewer Than 56 Units of College Credit.

An applicant who has completed ~~less~~ fewer than 56 units of college credit may be admitted to a campus as an undergraduate transfer upon satisfaction of the requirements of each of the following lettered subdivisions:

~~(a) The applicant has completed satisfactorily four years of college preparatory English and two years of college preparatory mathematics or an alternative program determined by the Chancellor to be equivalent;~~

~~(b)~~ (a) The applicant was eligible for admission to a campus as a first-time freshman, either

(1) on the basis of the admission requirements in effect at the time of the application, other than the provisions of Sections 40757, 40758, 40900, or 40901, and including satisfactory completion of the comprehensive pattern of college preparatory subjects as defined in subdivision (n) of Section 40601 or an alternative program determined by the Chancellor to be equivalent; or

(2) on the basis of the admission requirements in effect at the time of the applicant's graduation from high school, other than the provisions of Sections 40757, 40758, 40900, or 40901, including satisfactory completion of any college preparatory course requirements in effect at that time or an alternative program determined by the Chancellor to be equivalent, if the applicant has been in continuous attendance at a college since graduation;

~~(c)~~ (b) The applicant has attained a grade point average of 2.0 (grade of C) or better in all transferable college units attempted;

~~(d)~~ (c) The applicant was in good standing at the last college attended.

NOTE: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

5. Section 40804.1 of Article 5 is amended to read:

40804.1. Applicants Who Were Ineligible for Admission As First-Time Freshmen for Failure to Meet Course Requirements and Who Have Completed ~~Less~~ Fewer Than 56 Units of College Credit.

An applicant who has completed ~~less~~ fewer than 56 units of college credit and who was not eligible for admission to a campus as a first-time freshman solely because of failure to complete satisfactorily ~~four years of college preparatory English and two years of college preparatory mathematics~~ the comprehensive pattern of college preparatory subjects defined in subdivision (n) of Section 40601 or an alternative program determined by the Chancellor to be equivalent may be admitted to a campus as an undergraduate transfer upon satisfaction of each of the following lettered subdivisions:

(a) Except for satisfactory completion of ~~four years of college preparatory English and two years of college preparatory mathematics~~ the comprehensive pattern of college preparatory subjects defined in subdivision (n) of Section 40601 or an acceptable alternative program, the applicant ~~who~~ was eligible for admission to a campus as a first-time freshman, either

(1) on the basis of the admission requirements in effect at the time of the application, other than the provisions of Sections 40757, 40758, 40900, or 40901; or

(2) on the basis of the admission requirements in effect at the time of the applicant's graduation from high school, other than the provisions of Sections 40757, 40758, 40900, or 40901, if the applicant has been in continuous attendance at a college since graduation;

(b) Subsequent to high school graduation, the applicant has completed satisfactorily ~~four years of college preparatory English and two years of college preparatory mathematics~~ whatever college preparatory course requirements were in effect at the time of the applicant's graduation from high school, or an alternative program determined by the Chancellor to be equivalent;

(c) The applicant has attained a grade point average of 2.0 (a grade of C) or better in all transferable college units attempted;

(d) The applicant was in good standing at the last college attended.

NOTE: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

6. Section 40805 of Article 5 is amended to read:

40805. Applicants With Particular Majors.

An applicant not eligible under Section 40804 or 40804.1 may be admitted to a campus as an undergraduate transfer upon satisfaction of the requirements of each of the following subdivisions:

(a) The applicant has completed satisfactorily ~~four years of college preparatory English and two years of college preparatory mathematics~~ the comprehensive pattern of college preparatory subjects defined in subdivision (n) of Section 40601 or an alternative program determined by the Chancellor to be equivalent;

(b) The degree objective is such that at least 56 semester units, or the equivalent, of appropriate course work are not offered at the college from which the applicant seeks to transfer;

(c) The applicant has completed that portion of the curricular program required by the campus for the degree objective, as is offered at the college from which the applicant seeks to transfer;

(d) The applicant has attained a grade point average of 2.0 (grade of C) or better in all transferable college work attempted;

(e) The applicant was in good standing at the last college attended.

NOTE: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

7. The California State University has determined that the adoption of the proposed amendments will not impose a cost or savings on any State agency; will not impose a cost or savings on any local agency or school district that is required to be reimbursed under Section 2231 of the Revenue and Taxation Code; will not result in any nondiscretionary cost or savings to local agencies; will not result in any cost or savings in federal funding to the State; will not impose a mandate on local agencies or school districts; will not have any potential cost impact on private persons or businesses; and will not have any significant economic impact on small businesses; and be it further

RESOLVED, That this Board delegates to the Chancellor of The California State University authority to further adopt, amend, or repeal this regulation pursuant to the Administrative Procedure Act if the further adoption, amendment, or repeal is required by the Office of Administrative Law and is nonsubstantial or solely grammatical in nature, or sufficiently related to the original text that the public was adequately placed on notice that the change could result from the originally proposed regulatory action (Government Code Section 11346.8(c)).

Appendix E

Fall 1985 and 1986 California State University Transfer Student Statistics

CSU FALL CALIFORNIA COMMUNITY COLLEGE TRANSFER APPLICANTS
ACCOMMODATED, ADMITTED, AND ENROLLED
NUMBER AND PERCENT, 1984 TO 1986

	TOTAL	ACCOMMODATED		ADMITTED		ENROLLED	
YEAR AND LEVEL	APPLIED	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
LOWER DIVISION							
1984	21,514	21,204	98.6	12,473	58.8	9,543	76.5
1985	21,330	20,940	98.2	13,472	64.3	10,228	75.9
1986	20,451	20,009	97.8	12,280	61.4	9,195	74.9
UPPER DIVISION							
1984	40,408	39,575	97.9	32,498	82.1	24,428	75.2
1985	38,933	38,232	98.2	31,127	81.4	23,266	74.7
1986	32,280	31,434	97.4	24,616	78.3	18,564	75.4
TOTAL UNDERGRADUATES							
1984	61,922	60,779	98.2	44,971	74.0	33,971	75.5
1985	60,263	59,172	98.2	44,599	75.4	33,494	75.1
1986	52,731	51,443	97.6	36,896	71.7	27,759	75.2

CSU-ANALYTIC STUDIES
05-Jun-87

CSU FALL 1986 CALIFORNIA COMMUNITY COLLEGE UPPER DIVISION TRANSFER APPLICANTS
ACCOMMODATED, ADMITTED, AND ENROLLED
NUMBER AND PERCENT

CAMPUS	TOTAL APPLIED	ACCOMMODATED NUMBER	ACCOMMODATED PERCENT	ADMITTED NUMBER	ADMITTED PERCENT	ENROLLED NUMBER	ENROLLED PERCENT
BAKERSFIELD	220	220	100.0	207	94.1	167	80.7
CHICO	1,574	1,574	100.0	1,083	68.8	934	86.2
DOMINGUEZ HILLS	637	637	100.0	675	106.0	413	61.2
FRESNO	1,559	1,559	100.0	1,333	85.5	997	74.8
FULLERTON	1,848	1,846	99.9	1,487	80.6	1,111	74.7
HAYWARD	744	744	100.0	526	70.7	465	88.4
HUMBOLDT	385	385	100.0	344	89.4	239	69.5
LONG BEACH	3,593	3,593	100.0	2,003	55.7	1,855	92.6
LOS ANGELES	1,256	1,256	100.0	1,009	80.3	787	78.0
NORTHRIDGE	2,675	2,623	98.1	2,184	83.3	1,611	73.8
POMONA	1,994	1,994	100.0	1,332	66.8	913	68.5
SACRAMENTO	2,949	2,949	100.0	2,274	77.1	1,789	78.7
SAN BERNARDINO	830	830	100.0	766	92.3	639	83.4
SAN DIEGO	2,814	2,812	99.9	2,351	83.6	1,615	68.7
SAN FRANCISCO	2,923	2,923	100.0	2,380	81.4	1,691	71.1
SAN JOSE	3,093	3,093	100.0	2,653	85.8	1,784	67.2
SAN LUIS OBISPO	1,943	1,153	59.3	925	80.2	714	77.2
SONOMA	784	784	100.0	667	85.1	510	76.5
STANISLAUS	459	459	100.0	417	90.8	330	79.1
SYSTEM TOTALS	32,280	31,434	97.4	24,616	78.3	18,564	75.4

NOTE; PERCENT AACCOMMODATED ARE OF TOTAL APPLICANTS. PERCENT ADMITTED ARE OF TOTAL ACCOMMODATED. PERCENT ENROLLED ARE OF THOSE ADMITTED.
CALEXICO TRANSFERS INCLUDED WITH SAN DIEGO

CSU-ANALYTIC STUDIES
05-Jun-87

CSU FALL 1986 CALIFORNIA COMMUNITY COLLEGE LOWER DIVISON TRANSFER APPLICANTS
ACCOMMODATED, ADMITTED, AND ENROLLED
NUMBER AND PERCENT

CAMPUS	TOTAL APPLIED	ACCOMMODATED NUMBER	ACCOMMODATED PERCENT	ADMITTED NUMBER	ADMITTED PERCENT	ENROLLED NUMBER	ENROLLED PERCENT
BAKERSFIELD	288	288	100.0	257	89.2	216	84.0
CHICO	1,462	1,462	100.0	811	55.5	680	83.8
DOMINGUEZ HILLS	486	486	100.0	202	41.6	249	123.3
FRESNO	1,094	1,094	100.0	739	67.6	585	79.2
FULLERTON	1,985	1,983	99.9	1,454	73.3	1,105	76.0
HAYWARD	880	880	100.0	620	70.5	459	74.0
HUMBOLDT	477	477	100.0	323	67.7	247	76.5
LONG BEACH	2,306	2,306	100.0	1,483	64.3	880	59.3
LOS ANGELES	1,263	1,263	100.0	665	52.7	493	74.1
NORTHRIDGE	1,487	1,422	95.6	864	60.8	642	74.3
POMONA	714	714	100.0	351	49.2	287	81.8
SACRAMENTO	1,221	1,221	100.0	757	62.0	601	79.4
SAN BERNARDINO	422	422	100.0	261	61.8	214	82.0
SAN DIEGO	2,499	2,499	100.0	1,444	57.8	941	65.2
SAN FRANCISCO	1,307	1,307	100.0	638	48.8	483	75.7
SAN JOSE	1,146	1,145	99.9	680	59.4	493	72.5
SAN LUIS OBISPO	766	392	51.2	271	69.1	252	93.0
SONOMA	337	337	100.0	228	67.7	190	83.3
STANISLAUS	311	311	100.0	232	74.6	178	76.7
SYSTEM TOTALS	20,451	20,009	97.8	12,280	61.4	9,195	74.9

NOTE; PERCENT ACCOMMODATED ARE OF TOTAL APPLICANTS. PERCENT ADMITTED ARE OF TOTAL ACCOMMODATED. PERCENT ENROLLED ARE OF THOSE ADMITTED.
* CALEXICO TRANSFERS INCLUDED WITH SAN DIEGO

CSU-ANALYTIC STUDIES
05-Jun-87

CSU FALL 1985 CALIFORNIA COMMUNITY COLLEGE TOTAL TRANSFER APPLICANTS
ACCOMMODATED, ADMITTED, AND ENROLLED
NUMBER AND PERCENT

	TOTAL	ACCOMMODATED		ADMITTED		ENROLLED	
CAMPUS	APPLIED	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
BAKERSFIELD	607	607	100.0	558	91.9	460	82.4
CHICO	2,932	2,932	100.0	2,393	81.6	1,968	82.2
DOMINGUEZ HILLS	1,182	1,182	100.0	918	77.7	707	77.0
FRESNO	2,731	2,731	100.0	2,190	80.2	1,710	78.1
FULLERTON	4,009	4,007	100.0	3,069	76.6	2,291	74.6
HAYWARD	2,325	2,325	100.0	1,856	79.8	1,358	73.2
HUMBOLDT	1,096	1,096	100.0	892	81.4	677	75.9
LONG BEACH	6,895	6,895	100.0	4,960	71.9	3,788	76.4
LOS ANGELES	3,102	3,102	100.0	2,131	68.7	1,666	78.2
NORTHRIDGE	4,758	4,694	98.7	3,475	74.0	2,557	73.6
POMONA	2,926	2,926	100.0	1,886	64.5	1,349	71.5
SACRAMENTO	4,869	4,869	100.0	3,741	76.8	2,948	78.8
SAN BERNARDINO	1,285	1,285	100.0	1,063	82.7	892	83.9
SAN DIEGO	6,902	6,898	99.9	5,085	73.7	3,246	63.8
SAN FRANCISCO	4,680	4,680	100.0	3,392	72.5	2,486	73.3
SAN JOSE	4,937	4,934	99.9	3,798	77.0	2,721	71.6
SAN LUIS OBISPO	2,973	1,955	65.8	1,474	75.4	1,328	90.1
SONOMA	1,127	1,127	100.0	918	81.5	721	78.5
STANISLAUS	927	927	100.0	800	86.3	621	77.6
SYSTEM TOTALS	60,263	59,172	98.2	44,599	75.4	33,494	75.1

NOTE; PERCENT AACCOMMODATED ARE OF TOTAL APPLICANTS. PERCENT ADMITTED ARE OF TOTAL ACCOMMODATED. PERCENT ENROLLED ARE OF THOSE ADMITTED.

CSU-ANALYTIC STUDIES
05-Jun-87

CSU FALL 1985 CALIFORNIA COMMUNITY COLLEGE UPPER DIVISION TRANSFER APPLICANTS
ACCOMMODATED, ADMITTED, AND ENROLLED
NUMBER AND PERCENT

CAMPUS	TOTAL APPLIED	ACCOMMODATED NUMBER	ACCOMMODATED PERCENT	ADMITTED NUMBER	ADMITTED PERCENT	ENROLLED NUMBER	ENROLLED PERCENT
BAKERSFIELD	317	317	100.0	300	94.6	246	82.0
CHICO	1,907	1,907	100.0	1,436	75.3	1,145	79.7
DOMINGUEZ HILLS	701	701	100.0	579	82.6	444	76.7
FRESNO	1,640	1,640	100.0	1,432	87.3	1,109	77.4
FULLERTON	2,132	2,130	99.9	1,709	80.2	1,267	74.1
HAYWARD	1,303	1,303	100.0	1,077	82.7	758	70.4
HUMBOLDT	603	603	100.0	529	87.7	399	75.4
LONG BEACH	4,592	4,592	100.0	3,673	80.0	2,779	75.7
LOS ANGELES	1,750	1,750	100.0	1,393	79.6	1,090	78.2
NORTHRIDGE	2,986	2,986	100.0	2,434	81.5	1,803	74.1
POMONA	2,250	2,250	100.0	1,552	69.0	1,108	71.4
SACRAMENTO	3,581	3,581	100.0	2,897	80.9	2,260	78.0
SAN BERNARDINO	797	797	100.0	726	91.1	589	81.1
SAN DIEGO	3,721	3,718	99.9	3,119	83.9	1,987	63.7
SAN FRANCISCO	3,448	3,448	100.0	2,806	81.4	2,060	73.4
SAN JOSE	3,583	3,580	99.9	3,003	83.9	2,155	71.8
SAN LUIS OBISPO	2,186	1,493	68.3	1,167	78.2	1,045	89.5
SONOMA	819	819	100.0	722	88.2	574	79.5
STANISLAUS	617	617	100.0	573	92.9	448	78.2
SYSTEM TOTALS	38,933	38,232	98.2	31,127	81.4	23,266	74.7

NOTE; PERCENT AACCOMMODATED ARE OF TOTAL APPLICANTS. PERCENT ADMITTED ARE
OF TOTAL ACCOMMODATED. PERCENT ENROLLED ARE OF THOSE ADMITTED.

CSU-ANALYTIC STUDIES
05-Jun-87

CSU FALL 1985 CALIFORNIA COMMUNITY COLLEGE LOWER DIVISION TRANSFER APPLICANTS
ACCOMMODATED, ADMITTED, AND ENROLLED
NUMBER AND PERCENT

	TOTAL	---ACCOMMODATED---		----ADMITTED----		---ENROLLED----	
CAMPUS	APPLIED	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
BAKERSFIELD	290	290	100.0	258	89.0	214	82.9
CHICO	1,025	1,025	100.0	957	93.4	823	86.0
DOMINGUEZ HILLS	481	481	100.0	339	70.5	263	77.6
FRESNO	1,091	1,091	100.0	758	69.5	601	79.3
FULLERTON	1,877	1,877	100.0	1,360	72.5	1,024	75.3
HAYWARD	1,022	1,022	100.0	779	76.2	600	77.0
HUMBOLDT	493	493	100.0	363	73.6	278	76.6
LONG BEACH	2,303	2,303	100.0	1,287	55.9	1,009	78.4
LOS ANGELES	1,352	1,352	100.0	738	54.6	576	78.0
NORTHRIDGE	1,772	1,708	96.4	1,041	60.9	754	72.4
POMONA	676	676	100.0	334	49.4	241	72.2
SACRAMENTO	1,288	1,288	100.0	844	65.5	688	81.5
SAN BERNARDINO	488	488	100.0	337	69.1	303	89.9
SAN DIEGO	3,181	3,180	100.0	1,966	61.8	1,259	64.0
SAN FRANCISCO	1,232	1,232	100.0	586	47.6	426	72.7
SAN JOSE	1,354	1,354	100.0	795	58.7	566	71.2
SAN LUIS OBISPO	787	462	58.7	307	66.5	283	92.2
SONOMA	308	308	100.0	196	63.6	147	75.0
STANISLAUS	310	310	100.0	227	73.2	173	76.2
SYSTEM TOTALS	21,330	20,940	98.2	13,472	64.3	10,228	75.9

NOTE; PERCENT ACCOMMODATED ARE OF TOTAL APPLICANTS. PERCENT ADMITTED ARE OF TOTAL ACCOMMODATED. PERCENT ENROLLED ARE OF THOSE ADMITTED.
* CALEXICO TRANSFERS INCLUDED WITH SAN DIEGO

CSU-ANALYTIC STUDIES
05-Jun-87

CSU FALL 1984 CALIFORNIA COMMUNITY COLLEGE TOTAL TRANSFER APPLICANTS
ACCOMMODATED, ADMITTED, AND ENROLLED
NUMBER AND PERCENT

	TOTAL	ACCOMMODATED		ADMITTED		ENROLLED	
CAMPUS	APPLIED	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
BAKERSFIELD	561	561	100.0	491	87.5	410	83.5
CHICO	3,466	3,466	100.0	2,361	68.1	1,974	83.6
DOMINGUEZ HILLS	1,427	1,427	100.0	1,062	74.4	869	81.8
FRESNO	2,837	2,837	100.0	2,286	80.6	1,720	75.2
FULLERTON	4,162	4,158	99.9	3,139	75.5	2,312	73.7
HAYWARD	2,418	2,418	100.0	1,863	77.0	1,357	72.8
HUMBOLDT	1,079	1,079	100.0	848	78.6	660	77.8
LONG BEACH	6,960	6,960	100.0	4,820	69.3	3,648	75.7
LOS ANGELES	3,002	3,002	100.0	1,880	62.6	1,522	81.0
NORTHRIDGE	4,559	4,495	98.6	3,479	77.4	2,550	73.3
POMONA	3,238	3,238	100.0	2,333	72.1	1,733	74.3
SACRAMENTO	5,133	5,133	100.0	3,918	76.3	2,976	76.0
SAN BERNARDINO	1,106	1,106	100.0	936	84.6	764	81.6
SAN DIEGO	7,562	7,556	99.9	5,380	71.2	3,729	69.3
SAN FRANCISCO	4,591	4,591	100.0	3,442	75.0	2,376	69.0
SAN JOSE	4,550	4,541	99.8	3,596	79.2	2,610	72.6
SAN LUIS OBISPO	3,163	2,160	68.3	1,619	75.0	1,442	89.1
SONOMA	1,150	1,150	100.0	928	80.7	694	74.8
STANISLAUS	958	901	94.1	590	65.5	625	105.9
SYSTEM TOTALS	61,922	60,779	98.2	44,971	74.0	33,971	75.5

NOTE; PERCENT ACCOMMODATED ARE OF TOTAL APPLICANTS. PERCENT ADMITTED ARE OF TOTAL ACCOMMODATED. PERCENT ENROLLED ARE OF THOSE ADMITTED.

CSU-ANALYTIC STUDIES
05-Jun-87

CSU FALL 1984 CALIFORNIA COMMUNITY COLLEGE UPPER DIVISION TRANSFER APPLICANTS
ACCOMMODATED, ADMITTED, AND ENROLLED
NUMBER AND PERCENT

CAMPUS	TOTAL APPLIED	ACCOMMODATED NUMBER	ACCOMMODATED PERCENT	ADMITTED NUMBER	ADMITTED PERCENT	ENROLLED NUMBER	ENROLLED PERCENT
BAKERSFIELD	277	277	100.0	256	92.4	205	80.1
CHICO	2,123	2,123	100.0	1,626	76.6	1,338	82.3
DOMINGUEZ HILLS	851	851	100.0	709	83.3	575	81.1
FRESNO	1,679	1,679	100.0	1,484	88.4	1,108	74.7
FULLERTON	3,115	3,112	99.9	2,641	84.9	1,950	73.8
HAYWARD	1,392	1,392	100.0	1,123	80.7	792	70.5
HUMBOLDT	546	546	100.0	469	85.9	362	77.2
LONG BEACH	4,604	4,604	100.0	3,592	78.0	2,716	75.6
LOS ANGELES	1,768	1,768	100.0	1,295	73.2	1,076	83.1
NORTHRIDGE	2,853	2,815	98.7	2,468	87.7	1,818	73.7
POMONA	2,437	2,437	100.0	1,883	77.3	1,390	73.8
SACRAMENTO	3,745	3,745	100.0	3,026	80.8	2,269	75.0
SAN BERNARDINO	658	658	100.0	596	90.6	472	79.2
SAN DIEGO	3,931	3,926	99.9	3,269	83.3	2,221	67.9
SAN FRANCISCO	3,299	3,299	100.0	2,813	85.3	1,906	67.8
SAN JOSE	3,362	3,358	99.9	2,924	87.1	2,131	72.9
SAN LUIS OBISPO	2,305	1,579	68.5	1,246	78.9	1,112	89.2
SONOMA	789	789	100.0	692	87.7	516	74.6
STANISLAUS	674	617	91.5	386	62.6	471	122.0
SYSTEM TOTALS	40,408	39,575	97.9	32,498	82.1	24,428	75.2

NOTE; PERCENT ACCOMMODATED ARE OF TOTAL APPLICANTS. PERCENT ADMITTED ARE OF TOTAL ACCOMMODATED. PERCENT ENROLLED ARE OF THOSE ADMITTED.

CSU-ANALYTIC STUDIES
05-Jun-87

CSU FALL 1984 CALIFORNIA COMMUNITY COLLEGE LOWER DIVISION TRANSFER APPLICANTS
ACCOMMODATED, ADMITTED, AND ENROLLED
NUMBER AND PERCENT

CAMPUS	TOTAL APPLIED	ACCOMMODATED NUMBER	ACCOMMODATED PERCENT	ADMITTED NUMBER	ADMITTED PERCENT	ENROLLED NUMBER	ENROLLED PERCENT
BAKERSFIELD	284	284	100.0	235	82.7	205	87.2
CHICO	1,343	1,343	100.0	735	54.7	636	86.5
DOMINGUEZ HILLS	576	576	100.0	353	61.3	294	83.3
FRESNO	1,158	1,158	100.0	802	69.3	612	76.3
FULLERTON	1,047	1,046	99.9	498	47.6	362	72.7
HAYWARD	1,026	1,026	100.0	740	72.1	565	76.4
HUMBOLDT	533	533	100.0	379	71.1	298	78.6
LONG BEACH	2,356	2,356	100.0	1,228	52.1	932	75.9
LOS ANGELES	1,234	1,234	100.0	585	47.4	446	76.2
NORTHRIDGE	1,706	1,680	98.5	1,011	60.2	732	72.4
POMONA	801	801	100.0	450	56.2	343	76.2
SACRAMENTO	1,388	1,388	100.0	892	64.3	707	79.3
SAN BERNARDINO	448	448	100.0	340	75.9	292	85.9
SAN DIEGO	3,631	3,630	100.0	2,111	58.2	1,508	71.4
SAN FRANCISCO	1,292	1,292	100.0	629	48.7	470	74.7
SAN JOSE	1,188	1,183	99.6	672	56.8	479	71.3
SAN LUIS OBISPO	858	581	67.7	373	64.2	330	88.5
SONOMA	361	361	100.0	236	65.4	178	75.4
STANISLAUS	284	284	100.0	204	71.8	154	75.5
SYSTEM TOTALS	21,514	21,204	98.6	12,473	58.8	9,543	76.5

NOTE; PERCENT AACCOMMODATED ARE OF TOTAL APPLICANTS. PERCENT ADMITTED ARE
OF TOTAL ACCOMMODATED. PERCENT ENROLLED ARE OF THOSE ADMITTED.
* CALEXICO TRANSFERS INCLUDED WITH SAN DIEGO

CSU-ANALYTIC STUDIES
05-Jun-87

CSU FALL CALIFORNIA COMMUNITY COLLEGE TRANSFER APPLICANTS
ACCOMMODATED, ADMITTED, AND ENROLLED
NUMBER AND PERCENT, 1984 TO 1986

YEAR AND LEVEL	TOTAL APPLIED	ACCOMMODATED NUMBER	ACCOMMODATED PERCENT	ADMITTED NUMBER	ADMITTED PERCENT	ENROLLED NUMBER	ENROLLED PERCENT
LOWER DIVISION							
1984	21,514	21,204	98.6	12,473	58.8	9,543	76.5
1985	21,330	20,940	98.2	13,472	64.3	10,228	75.9
1986	20,451	20,009	97.8	12,280	61.4	9,195	74.9
UPPER DIVISION							
1984	40,408	39,575	97.9	32,498	82.1	24,428	75.2
1985	38,933	38,232	98.2	31,127	81.4	23,266	74.7
1986	32,280	31,434	97.4	24,616	78.3	18,564	75.4
TOTAL UNDERGRADUATES							
1984	61,922	60,779	98.2	44,971	74.0	33,971	75.5
1985	60,263	59,172	98.2	44,599	75.4	33,494	75.1
1986	52,731	51,443	97.6	36,896	71.7	27,759	75.2

CSU-ANALYTIC STUDIES
05-Jun-87

Appendix F

Materials Describing Selected Intersegmental Projects in the Area of Transfer, Articulation, and Collaboration

The Transfer Center Project: A Progress Report 63

Overview Project ASSIST 71

Transfer Alliance Program (TAP) 1985-1986 81

A Report on Collaboration: Using Writing in the Transfer Alliance Program Between Eleven Community Colleges and UCLA 91

THE TRANSFER CENTER PROJECT:

A PROGRESS REPORT

PREPARED BY

THE CALIFORNIA COMMUNITY COLLEGES
THE CALIFORNIA STATE UNIVERSITY
THE UNIVERSITY OF CALIFORNIA
ASSOCIATION OF INDEPENDENT CALIFORNIA COLLEGES AND UNIVERSITIES

INTRODUCTION

1986-87 marks the second year of the three-year Transfer Center Program. This effort, one of the first comprehensive intersegmental programs to encourage transfer, has stirred considerable interest in the educational community. Contributing to this interest are concerns about the continued decline in the number of community college students who transfer to four-year institutions and the broad commitment of higher education to increased participation of underrepresented groups.

The purpose of this report is to answer questions about the progress of the project thus far, to provide interested parties with other information about implementation of the project, to discuss issues related to enhancement of the transfer function, and to indicate future directions of the project. Some of the questions that will be addressed are: Is the Transfer Center Program proving successful in improving the transfer function? Are the Centers providing the necessary services and are students using them? Are there components of the Centers that other colleges might adopt? Has the intersegmental approach been an asset in solving transfer problems? And finally, have the Centers been successful in identifying potential transfers, particularly those from underrepresented groups?

BACKGROUND

In the early 1980's, a number of educational groups expressed concern about the number of students, especially minority students, transferring to four-year institutions. By the mid-eighties, the number of students pursuing transfer had fallen to a level that made it difficult for many community colleges to offer appropriate coursework and maintain competitive standards and support for transfer programs.

No single factor is responsible for the decline in transfers but a number of changes appear to have contributed to the trend, including:

1) smaller numbers of students graduating from high school;

2) a greater tendency by recent high school graduates to enroll in four-year institutions as freshmen; and

3) uneven communication between four-year institutions and community colleges regarding compatibility of course work, preparation needed for transfer, and admission into specific programs and campuses.

As the segments addressed these issues, various initiatives were considered for expanding programs to recruit transfers. In 1984, the University of California, the California State University, and the California Community Colleges included in their respective 1985 budget proposals requests for funding to establish transfer support programs. Under the leadership of the California Postsecondary Education Commission, the three public segments formed an informal intersegmental planning committee to develop a joint proposal. The Transfer Centers were conceived as a comprehensive program of services targeted to identify and assist potential transfer students, particularly underrepresented minority students. The proposal included a request to fund Project ASSIST, a computerized articulation system developed at the University of California, Irvine.

BUDGET

The 1985-86 Governor's Budget included a $3.3 million allocation to fund the first year of the Transfer Center and ASSIST Programs. It was agreed that, for an initial period of three years, the program would operate on a pilot basis, that it would be assessed at the end of this period, and that it would be funded at this same level throughout the term of the pilot. Annually, the California Community Colleges have received $1,873,000 and the CSU and UC received $750,000 each. Of those amounts, CSU and UC used $250,000 each year, and community colleges $200,000, to fund and implement Project ASSIST. The Transfer Center and ASSIST Programs represent one of the few budget proposals developed and funded on an intersegmental basis.

INTERSEGMENTAL ADMINISTRATION

The intersegmental planning committee, now known as Inter-Act, was reconvened to develop guidelines for the project and to administer the competitive proposal process used to select the community college Transfer Center sites. The role of Inter-Act is to advise the segments regarding program direction, and to recommend procedures for implementing the program; Inter-Act is also charged with responsibility for program evaluation. For that purpose, an independent agency, Berman, Weiler Associates, was hired to conduct a comprehensive evaluation of the Transfer Center Program, due December 1988.

In accordance with the Plan for Implementing the Transfer Center

Pilot Program (Attachment A of this report), developed jointly by representatives of the systemwide offices of the segments, membership in Inter-Act is comprised of administrative personnel from the campuses and systemwide offices of the public segments; faculty from each of the segments; the Project Director for ASSIST, and one representative each from: the Association of Independent California Colleges and Universities, the Mexican-American Legal Defense and Education Fund, the California Postsecondary Education Commission, and the California Department of Finance. (Names of members of Inter-Act are shown as Attachment B of this report.)

SELECTION OF TRANSFER CENTER PILOTS

As one of its first actions, Inter-Act established guidelines for a competitive proposal review process to determine which colleges would receive center funding. The funding process specified that community college proposals be developed in cooperation with service area four-year institutions. Several independent colleges and universities, named as partners in the proposals, are also participating, although they do not receive state funding.

Sixty-five community colleges submitted proposals and 18 grants were awarded to 20 community colleges (the Los Rios Community College District received one grant for its three colleges). The criteria used to select these community college sites included: 1) need, as reflected in significant enrollment of underrepresented and low-income students; 2) evidence of past initiatives to improve the transfer function; and 3) evidence of institutional resource and other commitment. California State University awarded grants to 14 of its campuses, which were named as partners in the funded community college proposals, and the University of California divided its funds among its eight undergraduate campuses. (See Attachment C for a list of institutional relationships).

PROGRAM DESCRIPTION

The Transfer Center Program is organized on a regional basis with each community college center involving as participants a University of California campus, a California State University campus, and an independent college. Each segment has responsibility for carrying out certain activities which are essential to operation of the Centers.

The role of community college staff is: to identify and encourage students, particularly underrepresented students, to transfer; to advise students about the admissions and application process; to provide academic advisement; to involve community college staff and faculty in activities of the Center; and to coordinate visits by four-year representatives.

The primary role of the four-year institutions is to provide

regular on-site assistance and information to prospective transfer students that will facilitate the transfer process. Representatives typically advise students, both individually and in groups, about admission requirements, application procedures and deadlines, financial aid programs and procedures, transferability of courses and applicability of credit toward the major or general education requirements, and special university programs. Additionally, staff coordinate workshops and other activities that involve university faculty and staff.

STATUS OF IMPLEMENTATION

During 1985-86, the first year of the program, community colleges established the Centers; they secured sites, hired staff, obtained resource materials, and developed day-to-day working procedures. The Centers also explored methods of contacting students and publicizing the services being offered. And finally, they developed working relationships with other college units, such as EOPS and counseling services, and contacted faculty members and academic departments to request their support and involvement in Center activities.

Implementation of the program at the four-year institutions followed a similar pattern. Universities identified staff, assessed their overall transfer actitivies, and developed new organizational patterns and working procedures. They contacted faculty members and academic departments and involved them in structuring planned site visits and workshops; each university campus also conducted a review of its articulation agreements to assure that they were complete and up-to-date. Finally, a schedule of visits was arranged with community colleges in combination with discussions regarding needs and opportunities particular to the colleges being served. Joint procedures with colleges for tracking prospective transfers was an issue of special concern.

By spring of 1986, this work had been completed at all sites throughout the state, and in the fall of 1986, the centers began their first full academic year of operation, as envisioned in the Transfer Center Plan.

PROGRAM EFFECTIVENESS

Are the Centers proving effective in strengthening the transfer function and are they successful in identifying and encouraging students to transfer? The Centers are providing the fundamental link between programs and institutions needed for active student transfer programs. They have succeeded in establishing a network of contacts between institutions, a readily identifiable office, and a schedule of activities that helps to assure that potential transfer students are aware of their transfer options, are advised of the coursework needed for transfer, and are assisted with financial aid and admission application procedures.

The Centers have also set in motion important changes at the institutional level. They have helped to raise the transfer function as a priority among university academic deans, department chairs, faculty, and student service officers; likewise, community college presidents, deans, faculty and student service personnel are placing transfer programs higher among their missions. In particular, community colleges are increasing their support for transfer coursework and programs that promote academic excellence.

Additionally, the Centers have:

--enhanced the image of the colleges in their local communities as credible transfer institutions;

--established better means to facilitate course articulation between academic institutions;

--organized intersegmental transfer center advisory committee meetings at the regional level to address policy and procedure changes that can enhance transfer;

--facilitated faculty mentor programs that bring underrepresented transfer students into contact with faculty and students at four-year institutions, as well as faculty at their respective community colleges; and

--served to highlight a number of institutional practices that have presented problems for articulation and student flow.

TRANSFER RATES OF COMMUNITY COLLEGE STUDENTS

Have the transfer centers increased the number of students transferring to four-year institutions? Given the time needed to prepare for transfer and the implementation schedule of the project, it is too soon to expect significant increases. The earliest that we can expect some positive impact is fall 1988. It should be added, however, that the question of numbers transferring needs to be put into perspective.

Much of the public discussion of the transfer issue has focused only on the absolute numbers of transfers year by year. But, we cannot understand the significance of these numbers without placing them alongside community college enrollment numbers--credit enrollment, full-time enrollment, and college-going rates of high school graduates, among others. We need to know the number of students who enter community colleges with the intention and the potential to transfer before we can intelligently assess whether the centers are succeeding or failing in their efforts.

Some background data:

--Since the mid-1970's, absolute numbers of transfers from

community colleges to CSU and UC have fallen steadily; in the case of CSU by about 15%, and for UC about 40%.

--As a percentage of total community college credit enrollment, transfers to UC and CSU fell by more than 50% between 1972 and 1981. However, as a percentage of full-time credit enrollment, between 1973 and 1981, the rates have fallen by only about two percentage points, from 19.5% to 17%.

--Finally, as a percentage of high school graduates entering community colleges, rates of transfer have hardly fallen at all since the early 1970's, and in fact, have risen for the past two years.

Attachment D shows total fall term transfers to UC and CSU between 1972 and 1986. In addition, the table shows for 1970-85, the percentage and number of California high school graduates entering community colleges. And finally, it shows rates of transfer between 1972 and 1986, based on the percentage of high school graduates entering community colleges two years earlier.

These data indicate that both percentage and number of California high school graduates entering community colleges fell between 1970 and 1984, the former by 10% and the latter by 28%. At the same time, total transfer fell by 22%, from a high of 41,784 in 1972, to 32,619 in 1986. In other words, the decline in transfers has been six points less than the decline in numbers of high school graduates entering community colleges.

Finally, total transfers as a percentage of high school graduates entering community college two years previously has fluctuated over the past twelve years. Its highest point was 36.6% in 1975 and lowest point was 29.2% in 1979. For the past two years, however, the rate has risen from 31.3% in 1984, to 34.8% in 1985, and 34.9% in 1986.

What these data indicate is not that we should ignore the falling absolute numbers, but that we need better assessment of the makeup of the pool of potential transfers. With enrollment as large and as diverse as that of community colleges, our efforts must be better focused to serve the needs of specific populations with individual needs. At this stage of the Transfer Center Project, we have not yet achieved this goal, but it is our aim for the immediate future.

The data on high school graduates also indicate the importance of strengthening academic programs at community colleges so that larger numbers of high school graduates enroll with transfer in mind. Alliances with baccalaureate institutions, as has occurred in the Transfer Center Project, contribute to this goal.

Preparing students for transfer usually requires a minimum of two years of full-time academic work; in the case of students needing remedial work, the process is of course longer. Given that

Transfer Centers became fully operational as of fall 1986, the earliest we might expect improvement in transfer numbers to begin in fall 1988. In assessing the numerical impact of the Program, participating institutions will monitor transfer numbers from several different perspectives. We will continue to follow the number of transfers as a percentage of high school graduates entering community colleges two years earlier. Beyond that, we will also track:

1) total transfers to UC and CSU from transfer center campuses and from all other community colleges;

2) number of underrepresented minority students transferring from transfer center colleges and from all other community colleges; and

3) total credit enrollment at transfer center colleges and all other community colleges. A sample of baseline data is displayed as Attachment E, Tables 1 and 2.

SUMMARY AND FUTURE DIRECTIONS

After a period of fact finding with students, faculty, and staff of both the community colleges and four-year institutions, Inter-Act has designated several program areas for future attention. One of the greatest challenges facing all participating institutions is how best to target limited resources to identify and encourage underrepresented students to transfer. Frequent and personal contacts are essential to establish and maintain student interest in transfer. Such contacts require more four-year staff time than currently available. Other areas that need attention are increased faculty support, and better coordination of services with other programs such as Counseling, EOP/EOPS, and staff development.

Since the policies of the segments differ on admissions, general education and other areas affecting transfer, these matters are being individually addressed by the segments.

For the coming year, the University of California will work to advance two aspects of the transfer effort. The first is faculty programs. Campuses will expand present structures that provide for exchanging views between community college and University faculty. In addition, the University is expanding pilot efforts to redirect freshman applicants to Community Colleges. The number of qualified freshman applicants to the University exceeds available spaces at most campuses. Given these circumstances, the University has encouraged students to attend a Community College and then apply for transfer later. In certain areas, the University has offered priority admission to these students provided they meet certain conditions. Because such programs increase the contingent of community college students interested in transfer, these efforts tend to strengthen overall transfer programs.

In June of 1986, the California State University conducted a survey of CSU staff participating in the project to assess the implementation of the project at the end of the first year. This survey did identify areas that needed improvement as well as activities that have been successful. The areas reviewed included program administration, role of the coordinator, transfer center administration at the community college, faculty support, and student information services.

The CSU has taken several steps to improve and enhance transfer of community college students. In November 1986, an agenda item was presented to the Board of Trustees apprising them of transfer rates and program activities directed to improving the transfer function. Additionally, the CSU developed Community College Performance Reports that annually provide to each community college information about the academic performance of its transfers to the CSU. This information is reported by basis for admission, ethnic group, and major. A transfer video, CSU! What a Difference, encouraging students to transfer, was developed and distributed to all community colleges. The CSU has also computerized a list of all courses certified by the community colleges that meet CSU general education requirements. Proposed changes to transfer admission policy also encourage community college students to complete their lower division general education work before transferring to CSU.

For the future, Inter-Act recommends expansion of the Transfer Center Program to all community colleges. At the colleges where it now exists, by serving as a visible and active focus of transfer efforts, it is helping to restore the transfer function as a "second chance" option, encouraging many California students to earn a baccalaureate degree, who otherwise could not do so.

The Transfer Center model, as it is being implemented in California differs in two major ways from efforts in other states. First, the concept of a "center" with its own physical location and organization status is a novel approach, and secondly, the intersegmental cooperation throughout all system levels--from systemwide offices to local campuses--is exemplary. In the coming year, the segments will build on this essential foundation, to bring the Project to its full potential: enlarging the contingent of transfer-bound students; emphasizing the presence of minorities in this group, and strengthening academic quality of transfer programs through faculty-to-faculty projects and a variety of other efforts.

OVERVIEW

Project ASSIST

May 15, 1987

The following provides a brief overview of the status of pilot implementation of Project ASSIST in the context of the state funded intersegmental Community College Transfer Center Pilot Project.

The document describes the capability of ASSIST to serve as a powerful tool by which to address specific factors identified as barriers to student transfer from two to four-year colleges, outlines intersegmental activity and progress towards creation of a comprehensive articulation and transfer planning database and delivery system via ASSIST, and references issues encountered and benefits realized thus far as a result of these efforts.

PROJECT ASSIST - OVERVIEW
May 15, 1987

BACKGROUND

Initial development of the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) took place at UC Irvine in 1983 as one response to concerns regarding the declining rate of student transfer from community colleges to four-year institutions. ASSIST was designed to address specific factors identified as barriers to student transfer, i.e., lack of access to accurate and specific information regarding admissions requirements and transfer procedures, lack of information regarding the applicability of community college courses to university requirements. The approach utilizes microcomputer technology as a powerful and flexible means of organizing, storing, accessing, and analyzing complex articulation and transfer planning data, thereby enhancing the traditional articulation and transfer counseling processes within each institution.

ASSIST presents articulation and transfer planning data via four main sections, or ASSIST Functions. Interactions with the system are menu-driven, with simple directions which make the information easy to access. All interactions are displayed on the monitor, but the user can also obtain a printed record of any part of the session for future reference or for use in a subsequent counseling session.

Assuming that the ASSIST database includes current transfer planning and articulation data from each participating institution, ASSIST provides users on-line access to the following information:

FUNCTION	INFORMATION
CAMPUS INFORMATION	Convenient access to accurate and comprehensive information about the variety of services and programs of study available at participating institutions
ARTICULATION GUIDES	On-line access to faculty approved agreements regarding the transferability of community college courses to academic programs at any participating four-year institution
COURSE-TO-COURSE ARTICULATION	On-line identification of specific community college courses which may be taken in lieu of courses at any participating four-year institution.
PROGRESS CHECKS	On-line assessment of individual student progress toward and satisfaction of requirements for any articulated program at any participating four-year institution

ASSIST recognizes the responsibility of four-year institutions to provide accurate and comprehensive articulation and transfer planning information, and the project provides a powerful means by which to reflect existing information and processes. However, it does not impose any additional layers of regulation or authority, nor does it require new standardization of nomenclature or numbering to serve its primary purposes, though if an institution chooses to adopt them, ASSIST can reflect those systems.

ASSIST was designed primarily for direct use by community college counselors with prospective transfer students to aid in comparing majors and four-year institutions. Secondarily, ASSIST can be used effectively by four-year institutions to stimulate and support campus articulation activity, to enhance ongoing communications with community college students and counseling staff, and to support transfer student admissions and evaluation processes.

ASSIST software utilizes the REVELATION database applications environment produced by COSMOS, Inc., and currently runs on IBM PC AT computers (or equivalents) supported by 380 Mb Maxtor hard disk drives. Attachment A lists recommended hardware and software.

PROJECT ASSIST IMPLEMENTATION: COMMUNITY COLLEGE TRANSFER CENTER PILOT PROJECT

In April 1985, a committee composed of representatives from the three segments of California public postsecondary education and the California Postsecondary Education Commission (CPEC) submitted to the state legislature a request for funding of a three-year Community College Transfer Center Pilot Project. This intersegmental proposal included a request for funding to support pilot testing of a microcomputer-based transfer planning and articulation system. Following review of articulation systems available at that time, the three segments and CPEC selected ASSIST for pilot testing.

As a result of the 1985-86 intersegmental transfer center initiative, state funding was appropriated to purchase ASSIST hardware and software for institutions chosen by the Systemwide or President's Office of each segment to serve as ASSIST pilot sites as a part of their Transfer Center Project activities.

The eight undergraduate campuses of the University of California, four California State University campuses, and four community college Transfer Center sites were designated for participation in Project ASSIST. Additionally, one California State University campus and one community college Transfer Center site received institutional or district funding for the project and were included as 1985-86 participants in Project ASSIST.

During 1986-87, the California State University funded three more campuses for participation in the pilot project. Additionally, two California State University and three community college campuses joined Project ASSIST through their own resources. Attachment B lists Project ASSIST sites to date.

PROJECT ASSIST COORDINATION SITE

Responsibility for ASSIST as a component of the Community College Transfer Center Pilot Project falls under the jurisdiction of the Intersegmental Advisory Committee on Transfer (InterACT). However, the ASSIST Coordination Site, established on the UC Irvine campus, has provided technical support and administrative coordination for statewide Project ASSIST implementation.

Funded during 1985-86 and 1986-87 primarily by the Office of the President, University of California and UC Irvine, Coordination Site responsibilities have included:

- Equipment acquisition, software installation, and delivery of systems to all ASSIST Sites
- ASSIST orientation, training, and ongoing consultation to enable institutions to access, format, and enter the ASSIST institutional database
- Systems development, testing, and systems maintenance to support intersegmental pilot utilization of ASSIST software
- Establishment of ASSIST User Group and ASSIST Advisory Council activities
- Development of technical support services via ASSIST electronic bulletin board, Close-Up software, and campus visits
- Development, management, and maintenance of course lists, articulation data, and campus information from all participating institutions
- Ongoing technical consultation with computer systems staff on each campus to effectively network with and access existing systems and databases

PROJECT ASSIST - IMPLEMENTATION ISSUES

The capability of ASSIST as a <u>delivery system</u> to provide students with reliable transfer planning data and to determine individual student progress towards specific objectives in an identified program or institution relies on the presence of a <u>verified and accurate database</u> consisting of the following institutional data:

- Verified and accurate master course lists from each institution
- Specific and accurate degree requirements for each major at each institution
- Current and faculty approved articulation agreements between participating community colleges and four-year institutions

- Campus information, e.g., description of transfer policies and programs, description of academic programs, admissions policies, campus services

As the task of creating this essential database proceeded, several factors emerged which had a significant impact on the process and timeline proposed for implementation of Project ASSIST, including the following:

In most cases, accurate and verified course lists were either not available or not easily accessed from the institutional database for use in ASSIST, necessitating significant and unanticipated commitment of Coordination Site resources and the cooperation of computer systems professionals on each campus.

In many cases articulation agreements did not exist or required modification, thus delaying full implementation of ASSIST. In some cases, this was due to the placement of community college ASSIST sites where there are no local four-year ASSIST sites.

The scrutiny and attention to detail required to reflect, via a computer, current articulation decisions and transfer policies has brought to light instances of inconsistent transfer practices and policy implementation, problems which are receiving appropriate attention by InterACT.

The above issues, combined with resource and technical issues, have slowed ASSIST implementation and delayed utilization of ASSIST on community college campuses. However, the emergence of these issues, discussion in InterACT and among the segments, and the willingness of the segments to acknowledge ASSIST as both a catalyst and a powerful analytical tool may result in changes which reach well beyond the scope of the Community College Transfer Center Pilot Project or Project ASSIST.

PROJECT ASSIST - CURRENT IMPLEMENTATION STATUS

While the initial timeline for full pilot testing of ASSIST has been delayed due to the factors described above, some institutions have moved ahead to introduce ASSIST into the counseling environment, to utilize ASSIST as a counseling and evaluation tool, and to take advantage of ASSIST as a means of increasing articulation activity and of enhancing intersegmental working relationships. The following are illustrative but not inclusive of that activity:

Los Rios District community colleges and Cerritos College ASSIST sites can now utilize ASSIST to evaluate student progress towards satisfaction of California State University certification requirements. All of the other original community college ASSIST sites are currently formatting data to allow this activity to occur.

Los Rios District community colleges have now demonstrated and tested

the progress check capability of ASSIST with UC Davis and now have fully functional systems in place.

UC Davis has introduced ASSIST to academic unit evaluation professionals and is now exploring utilization of ASSIST to evaluate transfer student satisfaction of Letters and Sciences requirements.

The UC Irvine Office of Transfer Student Services is currently using ASSIST to counsel potential transfer students.

Santa Barbara City College, UC Santa Barbara, and Cal Poly San Luis Obispo have established a model for regional implementation of ASSIST and plan to have a this model ready to demonstrate by mid-summer.

Cerritos College is initiating utilization of ASSIST in the Transfer Center by students and the Transfer Center Project representatives from UC Irvine and Cal State Fullerton.

San Diego State University can now provide full ASSIST services to students from Imperial Valley College and is adding to the ASSIST database local community colleges which are not currently ASSIST sites.

It is anticipated that, as of June 30, 1987, each community college ASSIST site will be able to utilize ASSIST with a minimum of one California State University and one University of California campus to determine student transfer status and to perform complete progress checks in at least two majors. Progress check results and the overall accuracy of the ASSIST database will be tested by counseling staff prior to pilot utilization of the system by community college students.

Currently, all participating four-year institutions are moving ahead to create the basic ASSIST database consisting of comprehensive campus information, an accurate and usable master course file, ASSIST-formatted degree requirements for each major and program, current faculty approved articulation agreements and data tables which allow computer access and analysis of those agreements.

Master course files are in place for all participating community colleges, and community college technical staff are working with ASSIST technical staff to develop mechanisms by which to access student data and to explore various plans for networking ASSIST with other computers and other campus databases. Further, many community college campuses have formatted their campus's California State University general education certification requirements to allow ASSIST evaluation of individual student progress toward certification.

PROJECT ASSIST IMPLEMENTATION PLANS: 1987-88

The Chancellor's Offices of the California Community Colleges and California State University, as well as the Office of The President, University of California, recently reaffirmed their intersegmental commitment to ASSIST and

have committed resources to support a full range of services by the ASSIST Coordination Site for 1987-88.

In addition to the continued support for the ASSIST pilot project indicated above, a consultant to the California Community Colleges recently evaluated computerized articulation in the California Community Colleges and has presented a report recommending that ASSIST be adopted as the statewide articulation database and primary delivery system of transfer planning and articulation information. That report is currently being reviewed by the California Community College Chancellor's office to determine impact on and relationships among central computer systems operations, articulation operations, and student service operations given computerized articulation via ASSIST.

Specific 1987-88 Project ASSIST goals and objectives will be established at the May 28, 1987, ASSIST User Group Meeting and will be presented to InterACT in June. The major focus for ASSIST implementation efforts during 1987-88 will be to stabilize and optimize the existing ASSIST software, working closely with community college pilot sites to respond to user concerns and move steadily towards full utilization of ASSIST in the pilot mode.

CONCLUSION

The decision to include ASSIST as a component of the Community College Transfer Center Pilot Project was based on the vision of ASSIST as a mature and fully functional database and delivery system, a system which could be easily and conveniently accessed by community college counselors as they advise potential transfer students, and one which would facilitate student transfer from community college to four-year institutions.

Experience during the first year and a half of the pilot project has revealed the complexity of this task as well as the full potential of such an effort to open up new approaches and solutions to problems associated with the transfer function in California. Most significantly, that experience has demonstrated the validity of the original vision of ASSIST as a means to facilitate student transfer.

EQUIPMENT RECOMMENDED FOR PROJECT ASSIST USERS

Hardware

IBM PC AT
Enchanced Graphics Adapter .1200
PC DOS 3.2

Maxtor 380 Winchester Drive with SMS OMTI 8620 controller

80287 Math Coprocessor

2 Mbyte RAM

Hewlett Packard Parallel ThinkJet Printer with cable

AVT Monochrome Display Monitor

Tecmar 1200/2400-baud Modem

Everex Excel Steamer-60

Software

Cosmos 4-User IBM Network REVELATION Software

ASSIST Software

Close Up Customer Software

CALIFORNIA COMMUNITY COLLEGES

Chancellor's Office
American River College
Cerritos College
Cosumnes River College
De Anza College
Imperial Valley College
Laney College
Long Beach City College
Los Rios Community College District
Los Angeles City College
Los Angeles Harbor College
Rancho Santiago Community College District
Sacramento City College
Santa Barbara City College

CALIFORNIA STATE UNIVERSITIES

Chancellor's Office
California State Polytechnic University, Pomona
California State Polytechnic University, San Luis Obispo
California State University, Chico
California State University, Dominguez Hills
California State University, Fresno
California State University, Fullerton
California State University, Los Angeles
California State University, Sacramento
California State University, San Bernardino
San Diego State University

UNIVERSITY OF CALIFORNIA

Office of the President
Office of Relations with Schools, Fresno
UC Berkeley
UC Davis
UC Irvine
UC Los Angeles
UC Riverside
UC San Diego
UC Santa Barbara
UC Santa Cruz

TRANSFER ALLIANCE PROGRAM (TAP)

1985-1986

EXECUTIVE SUMMARY

and

Attachments

Director Gayle J. Byock

Associate Director Paula Schneiderman

sponsored by:

Center for Academic Interinstitutional Programs

Executive Director Juan Francisco Lara

EXECUTIVE SUMMARY

The Transfer Alliance Program (TAP), initiated in 1985 by UCLA's Center for Academic Institutional Programs (CAIP), seeks to strengthen academic ties between UCLA and selected community colleges in order to develop curricular continuity and to encourage more well-prepared students, especially minority students, to transfer to UCLA College of Letters and Science.

COMMITMENTS

The Alliance presently includes community colleges in Los Angeles County that, as institutions, have agreed to the following:

- **offer a core of enriched general education courses and, where possible, majors courses;**
- **assess students and encourage those who satisfy the admissions standards to participate in the program;**
- **encourage minority students to participate in the program and transfer to UCLA; provide regular counseling each semester and monitor progress;**
- **work with the high school faculty to implement the Model Curriculum Standards and to provide continuity between 9-12 and community college;**
- **establish a faculty, administrator, and counselor team to coordinate the program and act as liaison with UCLA;**
- **increase student academic preparedness to increase student retention.**

UCLA has agreed to the following:

- **host faculty-to-faculty dialogues for professional understanding and articulation of courses and pre-majors requirements in a variety of disciplines;**
- **develop supportive interinstitutional student services;**
- **encourage the perception of the community college as a transfer institution;**
- **offer guaranteed priority admission to junior-level students who complete the program;**
- **provide academic leadership to help the community colleges coordinate with other UC campuses and with CSU campuses.**

IMPLEMENTATION OF GOALS

The goals of TAP are to encourage the community colleges to make an institutional commitment to the transfer function and to strengthen academic preparedness in the curricula.

With Community College Faculty: to involve the faculty in the academic advising and mentoring process for students; to encourage the faculty to design courses to reflect the content and rigor of UCLA courses; to encourage faculty to participate in faculty alliances in their disciplines.

Faculty Liaison. Each college appoints a liaison to monitor the academic quality of the TAP core curriculum. The liaison also initiates relationships with high school faculty and works with high schools to encourage students to consider enrolling in the honors programs during their high school careers.

CAIP hosts bimonthly meetings of all TAP faculty liaison groups to exchange information, to maintain continuity among the programs, and to highlight innovative curricular practices.

CAIP offers alliances in geography, biology, chemistry, mathematics, English and humanities, and history and political science. TAP encourages community college faculty to offer alliances with their high school faculty in order to develop continuity of curricula. The names of all faculty at the TAP colleges are maintained on a database according to their discipline.

CAIP offers Writing-Across-the-Curriculum workshops to TAP colleges and other community colleges in order to increase the amount of writing and critical thinking in all community college courses.

The community college academic senates have begun to use the UC Scholarship Reports to evaluate the rigor of their pre-majors programs.

CAIP staff encourage CAPP-funded projects and nonfunded projects between the community colleges, high schools, and junior high schools to address continuity of curriculum. Community college faculty have begun advising high school faculty on ways to incorporate into their classrooms new material mandated by the Model Curriculum Standards. High schools work with junior high schools to emphasize the importance of the ninth-grade year in UC admissions.

CAIP brings outside speakers from across the nation to discuss innovative practices in community college curriculum and methodology. The Community College of Philadelphia faculty, funded by a Ford Foundation grant, offered a workshop on nontraditional delivery of curriculum to strengthen transfer success.

CAIP, in part through the Departmental Grant Program, sends a panel of UCLA community college transfer students in the BEAR program to TAP colleges. These students present to the faculty their views on their transfer experience and compare the community college courses with UCLA courses.

CAIP supports state-funded faculty innovative practice programs by offering consultants to community college faculty who have received such grants.

With Community College Counselors: to encourage communication with L&S and departmental counselors, who emphasize the importance of students' completing pre-major requirements, and as many of the proficiencies and general education courses as possible before transferring.

Counselor Liaison. Each college appoints a counselor to counsel all TAP students and to maintain strong ties with UCLA's UARS and, through CAIP, College of Letters and Science. The counselor coordinates students' schedules to assure that the students complete the necessary requirements and maintain a 3.0 GPA to stay in the program. The counselor also develops ways to encourage minority students to consider the TAP by sending special letters to those students who are eligible. The counselor makes certain that the TAP students enroll in at least six core curricula courses and complete all other TAP and UCLA admissions requirements.

CAIP hosts bimonthly meetings of all TAP counselors, transfer center directors, representatives from UARS, L&S, and CAIP to communicate changes in articulation, to discuss strategies to strengthen the transfer function, and to highlight innovative practices.

CAIP sponsors a one-week Counselor Institute during the summer for approximately 70 counselors. The counselors form regional teams of junior high, high school, and community college counselors in order to strengthen local coordination of curriculum and counseling.

TAP supports counseling by requiring students and counselors to meet regularly to plan courses of study. Some colleges further encourage this practice by including priority registration for courses to TAP students.

TAP encourages counselors to work with high school counselors to develop regional plans, especially to encourage minority students to enter postsecondary education and to take courses at community college.

CAIP supports meetings centered around specific academic disciplines in order to strengthen awareness of pre-major criteria and career opportunities in majors.

TAP provides information to TAP students in order to keep them informed of opportunities, changes, UCLA events, and core faculty.

With Community College Students. Each college is encouraged to establish a student club of TAP students who then share solutions to common problems regarding staying in college, coping with being a part-time student, and considering transfer to a large, unfamiliar institution, UCLA.

The BEAR program, which includes 300 or so UCLA transfer students, is a group of students who have volunteered to return to their community colleges to talk with faculty, counselors, and students about the transfer experience. BEAR students, enrolled in the same majors as declared by incoming community college transfer students, phone incoming students to welcome them to the campus and discuss issues common to transfer students. BEARs contact new transfers in the middle of the first quarter helps to relieve transfer students' concerns when GPAs often are lower than at the community college and the work load is higher.

TAP Student Orientation at UCLA. In conjunction with UARS and L&S Counseling, CAIP has hosted an annual fall all-day orientation that includes presentations by L&S counselors, departmental counselors, a campus tour, and discussion of admission to L&S, SEAS, and CFA. Also included is a presentation by a UCLA faculty member and a panel discussion lead by UCLA BEAR students.

UCLA College Library cards, through the cooperation of the University Librarian and the College Librarian, are issued to TAP students during the TAP orientation. Since using the library was identified as a significant barrier for incoming transfer students, community college faculty have agreed to assign topics and papers that require research beyond the community college library. Recently the Bio-Medical Librarian hosted an orientation for Santa Monica College biology students.

CAIP developed an outline of TAP admissions criteria so that students know what is expected of them.

With Community College Administrators to Encourage Institutional Commitment to the Transfer Function.

Administrative Liaison Each college appoints either the president or the vice president for academic affairs to monitor the TAP in a comprehensive way. The administrator assures that all classes necessary for transfer are offered each year, regardless of enrollment, and that a counselor and a faculty liaison be appointed to facilitate the interinstitutional nature of the program. TAP requires that academic administrators become involved in overseeing TAP and in providing continuity between the academic and student services efforts. Often TAP includes setting aside a special room for TAP students and faculty, hosting receptions for parents and prospective students, and funding a brochure and extra mailings to promote the program.

TAP Steering Committee Meetings. Community college and UCLA representatives meet on the college campuses to ensure the continued involvement of the administrator and the exchange of information among the three liaisons and TAP teaching faculty. These committee members establish TAP admissions criteria, using the UCLA criteria as the foundation, set evaluation mechanisms, and choose courses appropriate for the core curriculum.

CAIP plans periodic meetings with UC or UCLA administrators. At one such meeting the TAP college presidents met with UC President Gardner. A meeting is being scheduled with UCLA Chancellor Young.

The administrator guarantees a core curriculum of enriched courses that form the center of TAP. This core is strengthened by small class size, additional writing resources with the Learning Resource Centers, and additional support in the form of field trips, for example to the Getty Museum, UCLA's Cultural History Museum, and geography trips to the mountains and to urban Los Angeles.

CAIP supports colleges applying for Ford Foundation grants to community colleges with high minority populations. L.A. City College, L.A. Harbor College and West L.A. College have all received such grants.

CAIP invites TAP representatives to meetings about community college education at the request of organizations such as CPEC and individuals such as Sen. Gary Hart so

that statewide officials can better understand issues in the community college environment and strengthen faculty role in curriculum.

CAIP, in conjunction with L&S and the UCLA Planning Office, supports research projects to identify factors that increase the likelihood of success of transfer students. A comprehensive study of 1983 transfers from Santa Monica College and a more general study of LACCD transfers are underway.

A study of common general education courses among Los Angeles County public postsecondary institutions is underway with the LACCD. The result of such a study is to develop a common core curricula of general education courses that will transfer to any UC/CSU campus in the county. Using this list will encourage students to take courses that will count toward baccalaureate degree GE requirements rather than taking title-credit courses.

CAIP and UARS encourage the view that the TAP curricula at each college is a viable option for postsecondary education in California. Transfer to UCLA is inherent to the program and thus strengthens the likelihood that high achieving students who could not be accommodated at UCLA will consider transferring as juniors rather than deciding against attending UCLA all together.

Because the TAP commitment is to the community colleges as institutions rather than to individual students, TAP supports academic excellence in the curriculum, which has a greater effect on retention of students at the community colleges and after transfer.

The Community College Option Letter notifies those students who cannot be accommodated at UCLA and informs high school counselors and faculty that UCLA supports the Master Plan by encouraging junior-level transfer of capable students.

TAP supports minority access to UCLA by not limiting TAP to UC-eligible students. Highly motivated minority students are increasingly being advised to consider UCLA as a viable senior institution option.

Articulation. The articulation function for the College of Letters and Science is housed in CAIP. Articulation has been broadened to include more academic discussions of curriculum rather than simply handing lists of GE courses and major prerequisites to community colleges.

Articulation Group. Members of L&S, SEAS, CFA, CAIP, and UARS meet bimonthly to discuss recent changes in UCLA or UC requirements, programs such as ASSIST, and coordination of communication with community colleges.

Articulation agreements are initated by UARS and sent to CAIP for GE articulation for Letters and Science. Each agreement is mailed to 40 persons within UCLA and to approximately four persons at the community college campuses.

GE course review is carried out in consultation with the GE divisional committees and the Dean of General Education. Pre-Major review is carried out in consultation with the L&S department counselors and faculty.

Academic alliances between community college and UCLA faculty promote articulation and professional development for community college faculty. An

alliance in biology recently approved a UCLA-initiated articulation of a full year of biology, a set of adjunctive mathematics and chemistry requirments, and a critical thinking component for the laboratory. Eleven community colleges, four CSU campuses and UCLA agreed to the Los Angeles County biology pre-major package. A similar package will be developed in chemistry.

To maintain continuity, a CAIP representative attends Academic Senate Committees such as CUARS, CUPRE, and the L&S Executive Committee. Also CAIP is represented at L&S Conveners meetings to review student petitions and at the bimonthly L&S Planning Committee.

1986-1987 Priorities

Academic Advising at community colleges . TAP has challenged the faculty to identify potential UCLA students and encourage them to complete the necessary requirements for UCLA admission.

Coordination of Financial Aid. Students and counselors have expressed concern about the lack of information about financial aid status and lack of understanding of how students are evaluated for financial aid, as it is different from community college evaluation. EOP&S students may or may not qualify for consideration as SAA students. Since many community college transfers rely on outside jobs, they want to determine early if they can afford the financial hardship of attending school full time, but lack specific understanding of the ways UCLA awards grants, scholarships, and work-study.

Admissions Notification. Students assume that UCLA considers them "the bottom of the barrel" because they do not understand the complexity of admitting advanced standing students as opposed to admitting freshman. Late admissions notification implies that we do not want these students.

Recommendation. UCLA-developed contracts with each TAP student would allow the student and counselor to review the student's record and to list the courses necessary to be admitted as junior-level TAP students. Community college counselors would evaluate student records, establish course load to meet UCLA and TAP admission standards; UCLA would approve the contract. This way we ensure correct counseling, have it checked at UCLA by the receiving L&S department, and maintain records and contracts in CAIP. Such a contract will help students decide majors early enough to make correct choices during their last year of the program. This practice would help to train counselors to do similar evaluations with other students.

In addition, more students would continue in the program rather than transferring to a CSU or open UC campus since they have a written agreement with UCLA. (UC Davis and UCSB both use this contract system; the difference at UCLA would be that contracts would be a component rather than the entirety of our program.)

Anxiety About Competition. Many TAP students fear competing with "honors-type" students who entered UCLA as freshmen, and sense that they will be isolated in a large, cold environment.

We hope the BEAR program and the core curriculum will address this concern.

Academic Barriers. Lack of experience in writing essays and research papers, inability to keep up with the faster pace of the quarter system, and the realization that their UC-transferable community college courses did not necessarily meet any B.A./B.S. degree requirements were some barriers that students who had transferred to UCLA identified in a 1981 questionnaire distributed by Judy Cardinal as part of a dissertation project.

We hope the core curriculum will help continue to help. In addition, we are beginning to require writing-across-the-curriculum for faculty teaching in the core curriculum.

Counseling Barriers. Counseling in the community colleges depends on student initiative. Many high school students identified counselors as disciplinarians rather than resource people. In addition, the student/counselor ratio makes it difficult to get an appointment. Few faculty are involved in academic advising and rarely know the requirements for pre-majors in their disciplines.

Student contracts will help.

Curricular Barriers. Since the A.A. degree is not part of the transfer criteria, few students see counselors for guidance about university entrance requirements, much less do the students have a strong sense of B.A./B.S. degree requirements they should be satisfying in the lower division. Community college faculty are generally not part of the transfer process and, unlike faculty in the vocational programs, do not involve themselves in advising students for pre-major requirements for the university. In addition, since entrance to CSU campuses depends on numbers of units completed and does not have an upper limit of units for graduation, many counselors see CSU as the most reasonable route for community college students.

We are working with CSU campuses and the CSU Chancellor's Office on this issue.

Institutional Barriers One of the requirements of TAP is to ensure that classes necessary for transfer are offered each year and that courses necessary for junior-level admissions are not cancelled due to low enrollment. In addition, institutions have not coordinated academic advising in a way to enhance a students' ability to complete a community college program in two years. It is these concerns and the lack of a core curriculum of transferable courses that have inhibited students' willingness to attend the community college.

TAP continues to highlight the importance of the curriculum as the key to transfer.

Course rigor. The difficulty of a community college course is often determined by the skill-level of the students in the classroom. Because the colleges are funded by the number of students in the classroom rather than by program, there is a disincentive for faculty to challenge students with writing assignments and research projects. In addition, very few assessment mechanisms are used during registration so that students are initially placed directly.

The TAP core curriculum is built on the premise that rigorous courses are necessary for student retention and successful completion of the B.A./B.S. degree. UCLA

communicates standards of excellence that are translated directly into admissions with a guarantee of priority admission to Letters and Science. We are encouraging the state-funded assessment projects in English and mathematics to be funded for community colleges just as they are funded for high schools.

TAP Enrollment Cap. Because the program is limited to 500 students, and because of the attrition rate and the significant numbers of students who transfer before reaching junior-level status, I recommend that the TAP program enrollment cap be reconsidered.

Requests to be in TAP from colleges outside our service area. In consultation with UARS, UCLA has agreed to give consideration to students who take community college honors courses. There is no mechanism, as there are for high school honors courses and AP courses, to give credit for honors or more rigorous course work. Because the colleges do not identify the honors courses uniformly, UARS has agreed to receive from participating colleges a list of honors graduates who are applying to UCLA. These students will be noted as honors students in the review process. We are coordinating with other UC campuses regarding requests from colleges in their service areas requesting to be in TAP.

Statewide Activities and Conferences

Present at national, statewide and regional professional associations such as CACC, Community College Academic Senate, ACCCA, SCCCIRA, Honors Council, Humanitas, Articulation Council, California Academic Partnership, AACJC, Community College Humanities Council, National Council for Community Services, Master Plan Commission hearing, Council for Universities and Colleges, statewide Principals Conference

Develop with Judy Miner a statewide meeting in May, 1987 on the Transfer Centers.

Continue as member of Articulation Council subcommittee on Faculty role in articulation.

Host professional meetings such as SCCCIRA, American Chemical Society, FACCC/ACCCA Curriculum Workshop.

Sponsor 1985 southern region Honors Council (70 attendees) and 1986 Western States Honors Meetings (150 attendees).

Coordinate with California Postsecondary Education Commission, especially Dorothy Knoell.

Coordinate with the Community College Chancellors Office, especially Rita Cepeda, Connie Anderson, Josuah Smith.

Participate in the Community College Chancellor's Conference on Minority Student Access and Retention. Remain a member of the committee to write recommendations to the Board of Governors.

Member of the UC/CSU/LACCD Intersegmental Committee.

Visit, present, and advise community colleges outside the Alliance (about 30 so far).

Member of The Group, a community college research and practices committee.

Represent and present at UC Systemwide SAA conference, BOARS meetings.

Host visiting university and college groups such as Arizona State University team of community college programs, University of Arizona team on curricula programs with community colleges, and University of Minnesota asst. vice chancellor, president of feeder community college, and representative from the Graduation School of Education.

For additional information please contact Gayle Byock or Paula Schneiderman, CAIP, Gayley #304. Phone: (213) 825-2531.

EDUCATIONAL RESEARCH & DEVELOPMENT

Cedric A. Sampson
Vice Chancellor

LOS ANGELES COMMUNITY COLLEGES
617 West Seventh Street
Los Angeles, California 90017
(213) 628-7788

A REPORT ON COLLABORATION: USING WRITING IN THE TRANSFER ALLIANCE PROGRAM BETWEEN ELEVEN COMMUNITY COLLEGES AND UCLA

Joan Clemons (Earth Sciences, Los Angeles Valley College)
Lloyd Thomas (English, Los Angeles Mission College)
Coordinators, Community College Faculty Programs, UCLA
Center for Academic Interinstitutional Programs.

The Transfer Alliance Program (TAP) was initiated in 1985 between UCLA and 12 community colleges: Los Angeles Community College District Colleges L.A. Harbor, East L.A., L.A. West, L.A. City, L.A. Pierce, and L.A. Valley; Santa Monica College; El Camino College; Pasadena City College; Long Beach City College; Glendale Community College; and College of the Canyons. The goals of this program are to enhance curricular continuity between UCLA and community colleges, to establish faculty-to-faculty dialogue about the process of teaching in the disciplines rather than only satisfying articulation, and to insure the successful flow of community college students to UCLA with all the research, reading, and writing skills necessary to succeed in UCLA's College of Letters and Science.

The community colleges involved in the program saw this as an opportunity to enrich their existing transfer programs (some colleges already had honors or core curricula programs) as well as to encourage more of their students to see transfer to a University of California campus as a viable option. It was also an opportunity to educate the public about the community college as a transfer institution. Both systems were concerned about the lack of community college students transferring on to four year colleges, and both systens recognized that over 70 percent of the minority students in post-secondary education in California are enrolled in the community colleges.

Research on the community college student who transfers indicates that not only should the transfer process be smoother (Mertes, et al, 1985) but also that the student should receive more intensive work in research, critical thinking and writing (Cardoza, 1984). Judith Cardinal's dissertation on Los Angeles Community College District transfers to UCLA indicated that non-persistors at UCLA struggled unsuccessfully with the writing and reading load (Cardinal, 1981). Others have suggested that there be a more holistic educational experience which includes greater

faculty and student interaction (Cohen, Brawer, and Bensimon, 1985).

Both systems recognized the necessity of improving the ties between their colleges and the K-12 system. The Transfer Alliance Program established links through faculty discipline alliances, regular meetings of counselors and of administrators, and student gatherings. Once transfer students arrived at UCLA, they would be paired with transfer students already on campus. The faculty, counselor, and administrative alliances would discuss current research in their disciplines, articulation of course content, methods of evaluating student work, writing strategies and requirements, textbook and outside reading selection, preparation for majors, and other issues as they arose.

Collaboration between UCLA and the nine community colleges in the Los Angeles Community College District began in 1981. A LACCD English faculty JoAn Simmons worked half-time in Dean Juan Francisco Lara's Center for Academic Interinstitutional Progams. Through her contacts and efforts, a series of workshops on using writing in courses across the curriculum were instituted. Faculty from UCLA Writing Programs and 25 faculty from the LACCD began a year-long seminar. The outcome of this effort was the publication of THE SHORTEST DISTANCE TO LEARNING: A GUIDEBOOK TO WRITING ACROSS THE CURRICULUM, jointly published by LACCD and UCLA.

Firmly convinced of this "writing to learn" strategy, the LACCD saw its Writing Across the Curriclum program both as a vehicle for promoting faculty development and a way to promote greater "critical thinking" in the classroom. For these reasons, the LACCD expanded its collaborative efforts with UCLA, by establishing two additional positions in the Center. English instructor Lloyd Thomas and Earth Science instructor Joan Clemons designed full day, hands-on, interactive workshops to help the LACCD's faculty experience the powerful assistance which writing could give them in the classroom.

It was at this point that the Writing Across the Curriclum program was able to offer its experiences to the TAP faculty. The Clemons and Thomas workshops were well developed and had been given by invitation at many community colleges in California. The workshops addressed the issues of critical thinking and writing skills--central concerns of the faculty at many colleges including those in the Transfer Alliance Program. Each college involved in the TAP agreed

to have their teaching faculty meet with Thomas and Clemons to discuss writing and critical thinking components in their courses. This would serve two purposes: (1) faculty in TAP would be encouraged to discuss issues involving course content, and (2) faculty would be working cooperatively to develop curriculum that would reflect critical thinking, and would promote writing as a tool for learning.

Inspired and guided by the work of the California Writing Project, this program was developed as a way to encourage faculty to utilize writing throughout any given course. For example, teachers use pre-writing activities such as learning logs to help students record their reactions to difficult content. Teachers also employ non-threatening types of writing assignments, such as professional simulations--where students pretend they are writing a letter to a professional colleague about an exciting experiment or discovery., Following Writing Project strategies, teachers carefully structure their writing assignments so that they promote discovery, provide clear directions, and allow plenty of time for feedback, either through peer review and response, or through conferences with the instructor.

What follows is a description of the workshops developed by Thomas and Clemons. Sessions begin with each teacher writing a two-sentence definition of critical thinking as it affects their discipline. Teachers then divide into cross-disciplinary groups and are asked to reach a consensus definition. This approach immediately dramatizes the role of writing in helping all learners--whether transfer-bound students or faculty--focus on a problem, revise, refine, synthesize, negotiate, and discover meaning. It also underscores the crucial element of collaborative learning, as teachers feel their own imaginations stimulated by interacting with their colleagues. The lesson is obvious, what works for the teachers should work for the students.

A model lesson in geology about earthquakes is the focus for the workshops. Working in a new field allows the workshop participants to understand how they learn and to see how these strategies of writing to promote learning assist them to learn--much the same way students learn. This approach is based on the research of Merlin Wittrock (from UCLA's Graduate School of Education), who stresses that in order for learning to take place, two conditions must be met. First, students need to be able to relate the new material to their own lives and experiences. Second, students need to be able to relate one part of a text or lesson with

another part. They need practice in making relations and connections.

These workshops demonstrate how teachers can move from short, non-threatening writing and reading assignments designed to galvanize student interest and help them retrieve from their own experience memories which will help them master the new material. Using double-entry learning logs, teachers experience note-taking strategies designed to get students interacting with facts, drawing conclusions, and recounting experiences which illustrate points in their reading.

The next step is the "professional simulation." Clemons and Thomas ask the teachers to write a letter to a friend, describing the seismologic ideas covered and using the terms correctly and in the right sequence. This playful approach promotes real learning. In small groups, teachers read each other's simulations. Reading a few of the best before the whole group helps further consolidate the learning that has taken place. As most teachers recognize, there is no whetstone like praise to sharpen a student's (or a teacher's) wit.

All this is part of the preparation for developing a carefully structured essay question which fosters critical thinking and encourages good writing. Small groups of teachers go through the process of developing a fair essay question, testing their newly acquired knowledge of earthquakes. Too often, when teachers write questions dealing with subjects in which they have been experts for decades, they are unaware of the hidden assumptions lurking beneath an apparently innocent "compare and contrast" question. What might seem obvious and uncomplicated to the instructor poses serious challenges and complexities for the beginning learner. By taking teachers outside of their own area of expertise and treating them as learners who are on the road to mastering difficult content but who are far short of that goal, the workshops help teachers discover that essay tests should be opportunites for growth, not mere regurgitations of someone else's knowledge.

The result of this collaboration has been faculty addressing issues of course content, evaluation procedures, and writing assignments. The process has evoked discussion on core elements within courses; outside reading assignments; criteria for essay exams; strategies for developing research papers; and process-oriented instruction vs. product-oriented instruction. It is evident from these

workshops that faculty do relish a discussion about teaching and what goes on in the classroom. Collaboration between faculty is beneficial especially when it revolves around the issues of how students learn, how material should be covered in a particular course, and how student performance can be evaluated.

REFERENCES

Cardinal, Judith. 1981. "The Influence of Some Special Network Characteristics on Persisting/Non Persisting Transfer Students From Nine Community Colleges to UCLA." Unpublished dissertation, UCLA.

Cardoza, Raul. 1984. "A Study of the Factors Contributing to the Graduation Outcomes of Hispanic Transfer Students From the Los Angeles Community College District to Four Local California State Universities and Colleges." Unpublished dissertation, UCLA.

Cohen, A.M., Brawer, F.B. and Bensimon, E.M. 1985. "Community College Faculty and the Transfer Function: A Critical Analysis." ERIC Digest, August, pp. 1-4.

Greene, Elizabeth. 1987. "College Officials Seek to Blend Classroom and Extracurricular Activities." Chronicle of Higher Education. March 25, p. 34.

Mertes, Barbara F., et al. "Focusing on Articuation: Improving the Community College Transfer Rate." Community College Issues. June, 1-8.

Wittrock, Merlin C. 1981. Generative Reading Comprehension. A Ginn and Company Occasional Paper.

References

California Postsecondary Education Commission. *Views from the Field on Community College Transfer: Testimony to the Ad Hoc Committee on Community College Transfer, California Postsecondary Education Commission.* Commission Report 84-20. Sacramento: The Commission, June 1984c.

--. *Reaffirming California's Commitment to Transfer.* Commission Report 85-15. Sacramento: The Commission, March 1985.

--. *Transfer, Articulation, and Collaboration Twenty-Five Years Later: A Result of Relationships Between Two- and Four-Year Institutions.* Commission Agenda Item 10, April 27, 1987.

--. *Improving Student Performance Reporting: Review and Epilogue. The Final Report of the Commission's Project on Transforming Student Academic Performance Data into Useful Information.* Commission Report 87-37, September 1987.

The California State University. *Those Who Stay: Student Continuance in The California State University and Colleges, Phase 1.* Technical Memorandum No. 6. Long Beach: Division of Institutional Research, Office of the Chancellor, The California State University and Colleges, June 1976.

--. *Those Who Stay: Student Continuance in The California State University and Colleges, Phase 2.* Technical Memorandum No. 8. Long Beach: Division of Institutional Research Office of the Chancellor, The California State University and Colleges, May 1979.

--. *Those Who Stay: Student Continuance in The California State University and Colleges, Phase 3.* Long Beach: Division of Institutional Research, Office of the Chancellor, The California State University and Colleges, July 1981 (an update of the Phase 1 report).

--. *Those Who Stay: Student Continuance in The California State University, Phase 4.* Technical Memorandum No. 10. Long Beach: Division of Institutional Research Office of the Chancellor, The California State University, May 1983 (an update of the Phase 2 report).

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of March 1987, the Commissioners representing the general public are:

Seth P. Brunner, Sacramento
C. Thomas Dean, Long Beach, *Chairperson*
Seymour M. Farber, M.D., San Francisco
Cruz Reynoso, Los Angeles
Lowell J. Paige, El Macero
Roger C. Pettitt, Los Angeles
Sharon N. Skog, Mountain View, *Vice Chairperson*
Thomas E. Stang, Los Angeles
Stephen P. Teale, M.D., Mokelumne Hill

Representatives of the segments are:

Yori Wada, San Francisco; representing the Regents of the University of California

Claudia H. Hampton, Los Angeles; representing the Trustees of the California State University

Arthur H. Margosian, Fresno; representing the Board of Governors of the California Community Colleges

Donald A. Henricksen, San Marino; representing California's independent colleges and universities

Harry Wugalter, Thousand Oaks; representing the Council for Private Postsecondary Educational Institutions

Angie Papadakis, Palos Verdes; representing the California State Board of Education

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including Community Colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other state agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning,

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, the Commission's meetings are open to the public. Requests to address the Commission may be made by writing the Commission in advance or by submitting a request prior to the start of a meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, William H. Pickens, who is appointed by the Commission.

The Commission issues some 30 to 40 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 98514-3985; telephone (916) 445-7933.

STRENGTHENING TRANSFER AND ARTICULATION POLICIES AND PRACTICES IN CALIFORNIA'S COLLEGES AND UNIVERSITIES

California Postsecondary Education Commission Report 87-41

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985.

Recent reports of the Commission include:

87-23 Annual Report on Program Review Activities, 1985-86: The Eleventh in a Series of Reports to the Legislature and the Governor on Program Review by Commission Staff and California's Public Colleges and Universities. (June 1987)

87-24 Looking to California's Pacific Neighborhood: Roles for Higher Education. A Report to the Governor and Legislature in Response to Assembly Concurrent Resolution 82 (1986) (June 1987)

87-25 Institutional Reports on Pacific Rim Programs: Submissions by the California Community Colleges, the California State University, and the University of California in Response to Assembly Concurrent Resolution 82 (1986) (June 1987) (A supplement to Report 87-24.)

87-26 Major Gains and Losses: Part Two. A Staff Report on Shifts Since 1976 in the Popularity of Various Academic Disciplines as Fields of Study at California's Public Universities (June 1987)

87-27 Faculty Salary Revisions: A Revision of the Commission's 1985 Methodology for Preparing Its Annual Reports on Faculty and Administrative Salaries and Fringe Benefit Costs (June 1987)

87-28 Comments on the Second Draft of the Master Plan for Postsecondary Education, 1987 - 2002, by William H. Pickens. Executive Director's Report, June 1987 (June 1987)

87-29 Evaluation of the Commission's Office Automation System: A Post-Implementation Evaluation Report to the California State Department of Finance (June 1987)

87-30 California Colleges and Universities. [An alphabetical list of names, addresses, and telephone numbers.] (June 1987)

87-31 California Colleges and Universities Grouped by County (June 1987)

87-32 California Community College Districts and Colleges [An alphabetical list of districts and the colleges they operate, with district addresses, telephone numbers, and names of superintendents.] (June 1987)

87-33 Information Manual: A Guide to the Commission, Its Policies, Procedures, and Members (September 1987)

87-34 Information Manual: A Guide to the Commission, Its Policies, Procedures, Members, and Staff [A revision of Report 87-33 designed exclusively for staff orientation purposes.] (September 1987)

87-35 Appropriations in the 1987-88 State Budget for the Public Segments of Higher Education: A Staff Report to the California Postsecondary Education Commission (September 1987)

87-36 Supplemental Report on Academic Salaries, 1986-87: A Report to the Governor and Legislature in Response to Senate Concurrent Resolution No. 51 (1965) and Subsequent Postsecondary Salary Legislation (September 1987)

87-37 Improving Student Performance Reporting, Review and Epilogue: The Final Report of the Commission's Project on Transforming Student Academic Performance Data into Useful Information (September 1987)

87-38 California College-Going Rates, 1986 Update: The Tenth in a Series of Reports on New Freshmen Enrollment at California's Colleges and Universities by Recent Graduates of California High Schools (September 1987)

87-39 The Infrastructure Needs of California Public Higher Education Through the Year 2000: A Presentation by William H. Pickens to the Joint Legislative Budget Committee, October 14, 1987 (October 1987)

87-40 Final Approval of San Diego State University's Proposal to Construct a North County Center (November 1987)

87-41 Strengthening Transfer and Articulation Policies and Practices in California's Colleges and Universities: Progress Since 1985 and Suggestions for the Future (November 1987)

ERIC Clearinghouse for Junior Colleges JUN 10 1988